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ABSTRACT

Evaluated here is New York City's Trilingual Education Learning Environment Program (TELE), which in 1981-82 served approximately 900 Hispanic and 300 Italian students with limited English proficiency from grades 2-9 while at the same time training more than 300 bilingual teacher interns. The focus of the instructional component was the development of basic skill competencies through instruction in the dominant language. English-as-a-second-language instruction was also given. Intern training combined staff development activities with courses in the master's program in bilingual education at the City College of New York. By the end of its final year, 1982, the TELE program, coupling college courses with on-site assistance and inservice workshops and encouraging a linkage between the practical and the theoretical in teacher training efforts, had established itself as a model for diversified teacher training. Moreover, students served by TELE-trained teachers appeared to have benefited, as demonstrated by analyses of test score data which showed that most students had made gains that were both educationally and statistically significant. Materials and resources used with the project appear in several appendices to this report. (CMG)

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O.E.E. Final Evaluation Report

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TRILINGUAL EDUCATION LEARNING ENVIRONMENT PROGRAM 1981-1982

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TRILINGUAL EDUCATION LEARNING ENVIRONMENT PROGRAM

Central Location:	131 Livingston Street Brooklyn, New York 11201
Year of Operation:	1981-1982, Fourth and final year of funding
Target Languages:	Spanish/Italian
Target Population:	Approximately 900 Hispanic and 300 Italian students in grades two through nine
Program Coordinator:	Rosa Escoto

I. OVERVIEW

The Trilingual Education Learning Environment (TELE) Program completed its fourth and final year of operation in 1981-82. Funded as a basic bilingual program under the provisions of E.S.E.A. Title VII, TELE provided direct instructional and supportive services at seventeen schools in five participating Community School Districts (C.S.D.) in Brooklyn (C.S.D. 32), Manhattan (C.S.D. 3 and 6), Queens (C.S.D. 24), and the Bronx (C.S.D. 12). During 1981-82, TELE served approximately 900 Spanish-speaking limited English proficiency (LEP) students and 300 Italian LEP students in grades two through nine. Further, more than 30 bilingual teacher-interns were trained by TELE project staff as well as by staff from the City College of New York which collaborated in the professional development of the interns.

This comprehensive program consisted of the following components:

1. instructional program for Italian and Hispanic LEP students;
2. resources and training for participating teacher-interns, including workshops and conferences;
3. pre-service and in-service activities for teachers, on-site and centrally;
4. development of curriculum and administrative materials;
5. parental involvement program.

See Appendix A for a complete description of program goals and objectives.

The TELE program represented a collaborative venture between the central Office of Bilingual Education of the New York City Public Schools and the five participating community school districts, administered as a unit of the Office of Bilingual Education. By prior arrangement, each participating school district accepted placement and full-time employment of bilingual teacher-interns through tax-levy funds, with a reasonable assurance of regular appointment within the district.

Throughout its project history, TELE experienced few programmatic changes. Originally funded in 1978 for five years, TELE was established as a four-year program due to the legislative changes of 1979. During the first stages of program implementation (1978-79), Community School District 9 was unable to comply with the requirement to hire participating TELE interns, due to budgetary constraints. Community School District 12, whose student population evidenced needs similar to those in District 9, was able to hire new bilingual teachers and was approved by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to replace C.S.D. 9. Another significant change in program implementation involved C.S.D. 32, which was unable to employ new Italian bilingual

teacher-interns due to decreasing enrollment of Italian LEP students. Instead, the district requested services for its existing Italian bilingual staff, all of whom were experienced teachers with advanced degrees but were in need of training in bilingual curriculum and methodology. An innovative program was designed for these Italian teachers, with a focus on bilingual education methodology through the arts. Program objectives were revised accordingly. Some instructional modifications were made due to increased needs for teachers in grades 4 to 6 rather than as previously projected in grades 4 to 8. Inclusion of the middle grades (7 and 8) began in 1979, as participating students moved into the intermediate and junior high schools. Program sites for 1981-82 are presented in Table 1.

The school sites were selected in the five community school districts, based upon recommendations by each C.S.D. and its Parent Advisory Council. Several factors were considered in site selection, including number of LEP students, the extent of student need, the availability of teaching positions in a district and/or school, and the willingness of decentralized school district personnel to cooperate with a centralized training program.

The five participating community school districts rank among those school districts with the highest concentration of limited English proficient students in New York City. In general, the districts served by the TELE project reported the highest percentages of Hispanic students and the lowest socio-economic levels in New York City. However, on a district-by-district basis, the population varied. C.S.D. 3 in Manhattan is a diverse multi-ethnic community, composed of predominantly black and

TABLE 1

TELE Program Sites: 1981-82

District	Schools	Languages of Instruction	Total Number of Students Served	Percent of Program
C.S.D. 3 (Manhattan)	P.S. 163	Spanish/English	16	1.3
	P.S. 165		40	3.2
	P.S. 208		32	2.6
	P.S. 84		56	4.5
	P.S. 145		29	2.3
	J.H.S. 54		49	4.0
C.S.D. 6 (Manhattan)	P.S. 189	Spanish/English	77	6.0
	I.S. 233		36	2.9
	P.S. 192		111	9.0
	P.S. 98		117	9.5
	J.H.S. 143		26	2.1
	J.H.S. 164		33	2.7
C.S.D. 12 (Bronx)	P.S. 67	Spanish/English	22	1.8
C.S.D. 24 (Queens)	P.S. 81	Italian/English	128	10.4
C.S.D. 32 (Brooklyn)	P.S. 116	Spanish/English	56	4.5
	P.S. 274	Italian/English	85	6.9
	P.S. 123		323	26.1
Total	17 Schools		1,236	100.0

Hispanic (Puerto Rican, Dominican, and South American) residents with some whites and Haitians. C.S.D. 6, also in Manhattan, is similar to C.S.D. 3 in its multi-ethnic makeup. However, in addition to the predominantly black and Hispanic (Dominican, Puerto Rican, and Cuban) population, Greek, Oriental, and Russian immigrants are represented as well as other ethnic backgrounds. C.S.D. 12, in the Bronx, is composed primarily of Puerto Ricans and black Americans with a slight Asian population. The Italian populations served by the TELE program were concentrated in Queens (C.S.D. 24) and in Brooklyn (C.S.D. 32), with the greater proportion of Italian students in District 24. District 32 reports an ethnically mixed population, including students of white, black, Haitian, and Hispanic backgrounds. In addition to the Italian population in District 24, the community includes Hispanics as well as Orientals and Indians.

LEP students who enter the schools in these districts, as throughout New York City, tend to present diverse educational backgrounds and experiences, in part a result of the level and quality of education in their countries of origin. Some students enter with little or no formal education; others enter with an education superior to their peers in this country. All of the participating schools qualify for Title I assistance, a program requirement for placement of TELE teacher-interns within a district. The criteria for Title I funding require that the target student population who benefit from this source of funding are students whose parents are members of low-income families. The TELE program restricted its target population to include essentially those students who fit this income category in designated Title I schools.

TELE project staff provided supplementary educational and cultural resources to facilitate and expand the program's services to LEP students and teacher-interns. A sample of such resources and technical assistance is described in Appendix B.

II. PROJECT DESCRIPTION

ADMINISTRATIVE ORGANIZATION

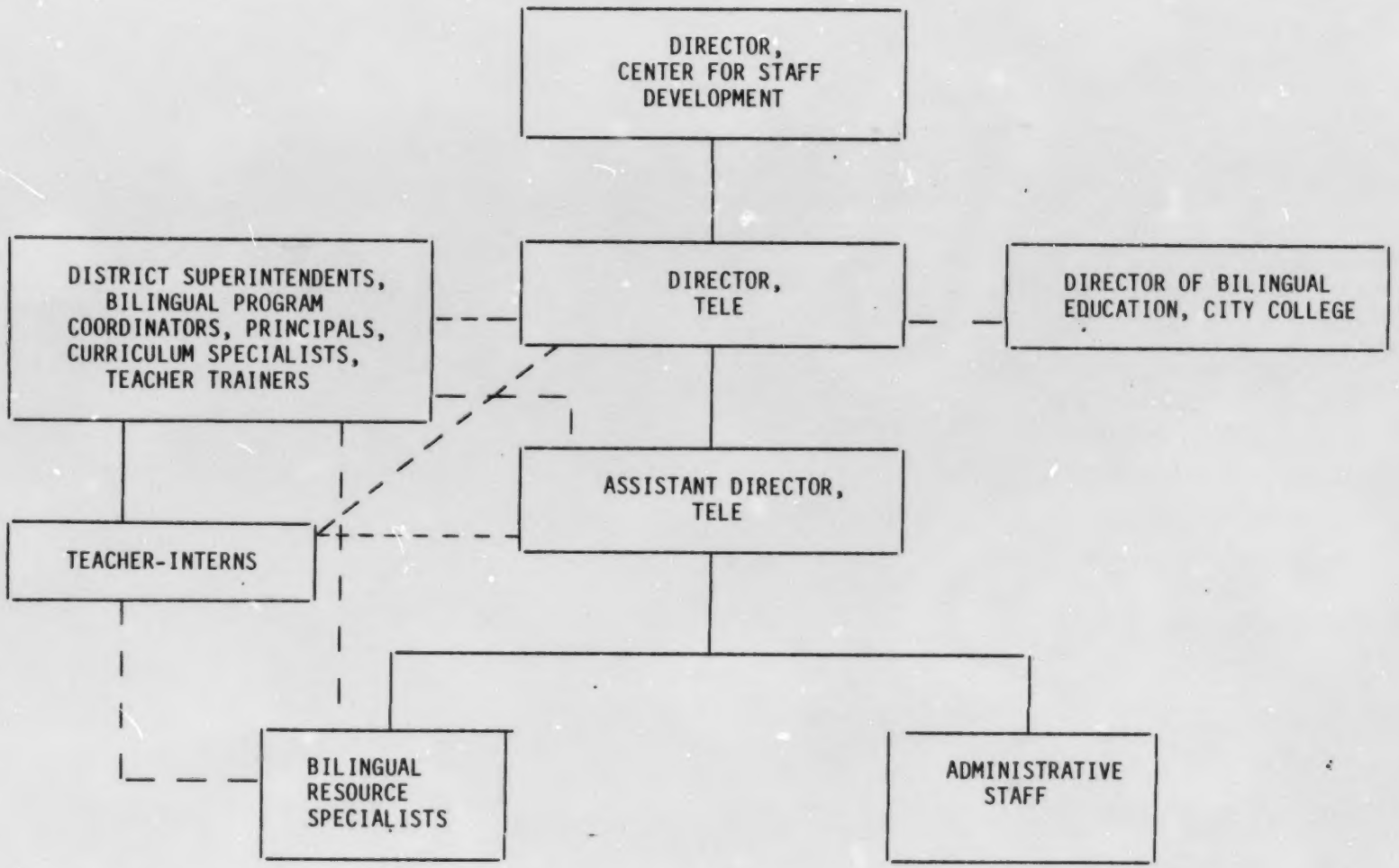
The TELE Program was centrally based at the Office of Bilingual Education of the New York City Public Schools.

As a staff development and instructional services program, TELE was part of the Center of Staff Development and Instructional Support Services, whose primary focus within the Office of Bilingual Education is the provision of training to individuals involved in the education of LEP children in the city school system. Therefore the project worked directly in cooperation with decentralized participating districts throughout the boroughs. As part of the Center for Staff Development, the director of the TELE program reported to the director of the Center. The organization of the TELE project is illustrated in Figure 1.

In order to accomplish the project goals, the TELE staff established and maintained contact with the local school district staff who were responsible for implementing the instructional program. To assure this cooperation, the project director established and maintained communication with diverse school district personnel including district superintendents, bilingual program coordinators, administrative staff charged with bilingual education responsibilities, teacher trainers, principals, and curriculum specialists. The TELE resource specialists coordinated staff development activities with C.S.D. training and supervisory staff. Ongoing communication was maintained with the director of Bilingual Education at City College, site of the academic training component. Moreover, the program staff collaborated with other resource and training units of the Office of Bilingual Education, New York City Public

FIGURE 1

Organization of the Trilingual Education Learning Environment Under the Office of Bilingual Education



Schools, and with the Bureau of Bilingual Education, New York State Education Department in training workshops and conferences.

Each of the five school districts had a varied number of bilingual classes; however, each had a fully developed, sequential bilingual program. In each school the TELE teacher was responsible for a grade from 2 through 9. A fully developed bilingual program was defined as one consisting of self-contained classrooms, an administrative unit with a program director or coordinator, and support service personnel, such as teacher trainers and counselors, at the district level.

Funding for these local programs was generally provided by tax-levy and federal monies. In most cases, the administrative positions and resource personnel were supported by sources such as Title VII, or other federal reimbursable-type programs. The instructional components were generally funded by tax levy. In all cases, funding was achieved by an integration of federal, state, and local funds targeted for bilingual education. These funding patterns differed on a district-by-district basis.

Supervision of the total district bilingual program in each district was assumed by the respective district bilingual coordinator and the administrative and supervisory personnel in each of the districts' schools. The lines of communication between the community school districts were as follows: the project director and the assistant director communicated directly with each district bilingual coordinator and school principal regarding matters and policies related to the program at each school. Each bilingual resource specialist was responsible for overseeing

program operations such as: staff training, materials and implementation, parent workshops, and activities. Finally, periodic meetings were held with district bilingual coordinators, the project director, and assistant director, for the purpose of cross communication and intra-district sharing.

The staffing structure for the TELE program remained consistent during the four-year funding period. However, in the second year of program operations (1979-80) there was a significant change in personnel due to the promotion of the TELE project director to a position in the Office of Bilingual Education at the central board. The assistant director assumed the role of project director, leaving the assistant director's position vacant until March 1980. During the third year of program operations, (1980-81) another resource teacher was hired to fill the position of the staff member who had been promoted to assistant director. In 1982, the Italian resource specialist resigned to accept a position with the Office of Bilingual Education at the central board. For the remainder of the year, the training and curriculum responsibilities of this position were assumed by resource consultants hired on a per diem basis.

Therefore, throughout the funding period 1978-82, the TELE program full-time staff included: a project director, assistant project director, four bilingual resource specialists, a senior clerk, and a typist.

The project director was responsible for overall administration and supervision, including instructional, training, and fiscal matters. She coordinated all administrative, pedagogical, and staff training

activities related to the project and acted as liaison between the federal, state, and city offices and the community school districts.

The assistant project director was responsible for assisting the director in pupil services, teacher training and education, parent/community activities with participating C.S.D.s and colleges, and orientation and supervision of field staff.

The project director and assistant director hold New York City teacher licenses and New York State certification in educational administration and supervision. The director has eight years of experience of teaching and administration in the New York City school system and is currently enrolled in a doctoral program in education. The assistant director has eight years of experience as a teacher in bilingual classes in New York City schools.

Four bilingual resource specialists provided training to and supervision of bilingual teacher-interns through weekly workshops and classroom visits, serving as resource persons in curriculum and instruction in English and the target language. All held New York City teaching licenses, with a minimum of eight to ten years of teaching experience in New York City and at least a master's degree in bilingual and/or other specialized areas of education. Fully bilingual, all resource specialists were enrolled in graduate programs for further professional development.

The senior clerk was responsible for office management and bookkeeping and a typist performed secretarial and clerical functions.

In addition, the TELE staff utilized consultants who provided services in specialized areas including staff development and test construction. Teachers contracted on an hourly basis conducted in-service workshops for parents, teachers, and paraprofessionals. Artist/teachers, also contracted on an hourly basis, provided services to the Italian component in curriculum development.

PROGRAM PARTICIPANTS

Program participants in the TELE program included two distinct populations: target Italian and Hispanic LEP students and bilingual teacher-interns new to the New York City Public Schools.

Student Population

Approximately 900 Hispanic students and 300 Italian students of limited English proficiency in grades 2 through 9, all of whom met the basic criteria established by Title I/E.S.E.A. (student need based upon socio-economic status and academic achievement) received direct instructional services.

The participation of Spanish-surnamed or Spanish-speaking LEP students in bilingual programs in New York City is governed by provisions of the Consent Decree. Under its mandate, potential and eligible LEP children are tested yearly with the Language Assessment Battery (LAB) to determine eligibility for bilingual instruction. This instrument consists of an English and a Spanish version. All Spanish surnamed and/or Spanish-speaking students who score below the twenty-first percentile on the English version and higher on the Spanish version were eligible to participate in the

bilingual program. Italian students were administered the English version only. Those who scored below the twenty-first percentile were also eligible for participation. Once eligibility was established, the program staff administered a variety of commercial and teacher-developed instruments to determine student placement. Specifically, the following tests were utilized:

Area to be Assessed	Instrument
Native Language Arts: Spanish	Interamerican Series, Prueba de Lectura (Levels II and III)
: Italian	N.Y.C. Tri-Test of Reading in Italian (Levels II and III)
E.S.L. - Reading	Interamerican Series, Test of Reading, Levels II and III

In addition, staff used project-developed tests to determine the pupils' knowledge of the dominant culture and the academic content areas.

Participating TELE students were determined to be no longer in need of assistance in developing English language proficiency when they scored above the twentieth percentile in English on the LAB in yearly testing.

TELE participants varied on a site-by-site basis in their characteristics, including country of birth, country of family origin, grade, and previous education. These characteristics are described in Tables 2 through 5.

TABLE 2

Country of Birth of Program Students

Country of Birth	Number	Percent
Puerto Rico	233	21.9
Dominican Republic	302	28.4
Cuba	10	0.9
Mexico	6	0.6
Honduras	4	0.4
Guatemala	2	0.2
El Salvador	11	1.0
Nicaragua	5	0.5
Panama	3	0.3
Colombia	6	0.6
Ecuador	22	2.1
Peru	4	0.4
Chile	1	0.1
Venezuela	5	0.5
Central and South America	2	0.2
Italy	161	15.1
People's Republic of China	1	0.1
United States	285	26.8
TOTAL	1,063	100.0

.Twenty-eight percent of the program students were born in the Dominican Republic. Twenty-seven percent of the students were born in the United States.

.The third largest group of program students were born in Puerto Rico.

TABLE 3

Country of Family Origin of Program Students

Country of Family Origin	Number	Percent
Puerto Rico	301	28.4
Dominican Republic	437	41.2
Cuba	12	1.1
Mexico	8	0.8
Honduras	6	0.6
Guatemala	2	0.2
El Salvador	12	1.1
Nicaragua	5	0.5
Panama	5	0.5
Colombia	7	0.7
Ecuador	29	2.7
Peru	4	0.4
Chile	1	0.1
Venezuela	5	0.5
Central and South America	4	0.4
Italy	172	16.2
People' Republic of China	1	0.1
United States	49	4.6
TOTAL	1,060	100.0

.Most program students' families came to the United States from the Dominican Republic.

.Although 27 percent of the program students were born in the United States (see Table 2) only 5 percent of the students' families were born this country.

TABLE 4

Number and Percentages of Program Students by Grade Level

Grade	Number of Students	Percentage
2	15	1.2
3	160	13.0
4	411	33.3
5	199	16.1
6	325	26.3
7	39	3.2
8	35	2.8
9	50	4.1
TOTAL	1,234	100.0

.Most program students are in the fourth and sixth grades.

TABLE 5

Educational Background of Program Students

Grade	Percent Educated in New York City Since Kindergarten or First Grade	Percent Educated Bilingually Since Kindergarten or First Grade
2	100.0	100.0
3	74.6	55.9
4	50.5	40.3
5	54.8	43.9
6	46.0	27.8
7	20.5	0
8	0	0
9	2.6	8.5

Teacher-Interns

The Italian and Hispanic teacher-interns presented different training needs, based upon their educational backgrounds and amount of experience in the New York City school system.

The Spanish/English bilingual teachers who participated in the TELE project were new to the New York City school system. Many were recent recipients of bachelor's degrees and New York City teaching licenses, but lacked professional teaching experience. Others however, lacked student teaching experience as well as a New York City Board of Education license with which to enter the system.

In contrast, the Italian/English teachers were employed in the New York City school system with at least five years of teaching experience. Most Italian/English teachers were licensed as Italian teachers at the secondary school level, had pursued graduate study, and held master's degrees. These teachers were recertified as Bilingual Common Branch Teachers and therefore required specific training in bilingual education and in common branch areas. This difference was significant, requiring adaptation of program goals and objectives to address the divergent needs.

However, for both Hispanic and Italian participating teachers, the TELE program served two important functions. First, it provided an entry to a teaching job as a bilingual teacher within one of the participating community school districts, under the provision of a special bilingual teacher-intern license granted by the Board of Education to TELE interns for one year. Second, the program provided intensive skills training through the combined efforts of its staff development activities and the City College master's degree program.

Each teacher-intern completed a rigorous evaluation process conducted by program staff, including an assessment of academic training, language ability (native language and English), and a personal interview. An applicant's educational background was assessed to reveal strengths and weaknesses. To assess language abilities, candidates completed an oral interview, grammar tests, and a writing sample in English and the target language. If accepted as an intern, this information served as an initial needs assessment for immediate and long range training.

INSTRUCTIONAL PROGRAM

The project's pupil instructional program provided instruction in all academic subjects in the pupils' dominant language; instructional activities and skills development in the pupils' dominant language; instruction in English as a second language; instruction and activities in Hispanic and Italian history and culture; instruction in American history and culture; and the development of activities for the awareness of career education goals.

The schools participating in the TELE program differed in the number of hours per week that were devoted to instruction in English and in the native language. As seen in Table 6, some schools emphasized instruction in English (P.S. 98, 163, 165, and 67) or in the native language (P.S. 143, 145, 164, 192, and 233). In other schools (P.S. 189, 116, 123, 274, and 81), the hours of instruction in English and in the native language were similar.

As seen in Table 7, the hours of instruction in English and in the native language were similar for grades 2 through 5 and 9. Grades 6, 7, and 8, however, received more instruction in their native language and less in English.

TABLE 6

Time Allocated for Instruction by School and Language of Instruction

School	Hours of Instruction Per Week in English		Hours of Instruction Per Week in Native Language		Total
	Language Arts	Content Areas	Language Arts	Content Areas	
J.H.S. 154	-	6.0	-	6.8	a
P.S. 84	3.9	7.4	1.1	-	a
P.S. 98	6.4	5.0	3.8	5.9	21.0
J.H.S. 143	7.2	1.4	5.2	10.8	24.6
P.S. 145	3.8	3.8	3.9	7.4	18.9
P.S. 163	3.8	11.3	3.8	3.8	22.7
J.H.S. 164	5.0	3.3	3.3	11.7	23.3
P.S. 165	3.8	10.3	3.8	5.2	23.1
P.S. 189	6.3	3.8	3.8	6.2	20.1
P.S. 192	3.8	6.4	3.8	14.7	28.9
P.S. 208	-	-	2.7	-	a
I.S. 233	7.4	4.4	3.6	11.1	26.0
P.S. 67	3.3	10.0	3.3	3.3	19.9
P.S. 116	3.4	6.7	3.4	6.6	20.2
P.S. 123	5.3	6.3	3.4	7.6	22.6
P.S. 274	7.2	3.5	3.6	7.3	21.6
P.S. 81	3.8	7.5	3.8	7.5	22.6

[a]Totals could not be computed due to missing data.

TABLE 7

Time Allocated for Instruction by Grade and Language of Instruction

Grade	Hours of Instruction Per Week in English Language Arts	Hours of Instruction Per Week in English Content Area	Hours of Instruction Per Week in Native Language Language Arts	Hours of Instruction Per Week in Native Language Content Area
2	4.1	7.2	3.7	7.2
3	4.4	6.1	3.8	7.0
4	5.7	5.4	3.7	7.1
5	4.3	7.6	3.4	7.5
6	4.6	6.6	3.3	10.7
7	7.3	2.0	4.7	11.1
8	5.1	3.3	3.3	11.7
9	3.3	6.0	3.3	6.8

A breakdown of time allocated for language instruction by years of bilingual education (Table 8) shows that students received more instruction in their native language when they had between zero and three years of bilingual education. However, as the number of years in bilingual education increases, the hours of English per week also increases.

The focus of the pupil instructional component was the development of basic skills competencies through instruction in the dominant language. Emphasis was placed on individualizing instruction, grouping children according to levels in different subject areas, and working with small groups within these areas. Specifically, instruction and activities consisted of:

--Italian/Spanish reading and language arts;

--major subject areas in the dominant language;

--English as a second language and other English linguistic skills (reading and writing) depending on individual pupil needs;

--social studies in comparative and multi-cultural perspectives;

--Italian, Hispanic, and Puerto Rican history and culture;

--development of positive self-concept.

To prevent separation of program participants, all other related school activities were provided to TELE students, representing approximately 30 percent of the instructional time. Through classes in art, music, and physical education, TELE students interacted with the non-target English-speaking student population, thereby fostering integration, peer tutoring, and informal learning processes. Since this multi-site project was based within local community school districts, the approach, scheduling, management, and organization varied from school

TABLE 8

Time Allocated for Instruction by Years in Bilingual Education

Years of Bilingual Education	Hours of Instruction Per Week in English		Hours of Instruction Per Week in Native Language	
	Language Arts	Content Areas	Language Arts	Content Areas
0	6.3	3.6	3.6	9.6
1	5.7	4.9	3.5	9.0
2	5.9	4.6	3.7	8.6
3	5.6	4.8	3.5	8.7
4	5.3	5.3	3.7	7.1
5	4.6	6.4	3.5	7.7
6	4.0	7.5	2.9	9.1
7	3.8	7.8	2.3	10.5
8	3.8	7.1	2.8	7.6

to school. However, an overarching program design incorporated features implemented at all sites, including a cohesive set of instructional objectives. Actual instructional methodologies (i.e., individualized instruction, team teaching, modular learning systems, computer assisted instruction, etc.) were determined according to local district policies. The target grades served, second through ninth, all incorporated instruction in English as a second language, native language arts, and education through the arts.

English as a Second Language Instructional Component (Grades 4 through 9).

This component provided students with a comprehensive sequential developmental program of second language learning. The Spanish-/Italian-dominant students received a minimum of five periods a week of English as a second language. After screening and diagnoses, using teacher-prepared instruments to determine levels of ability, students were grouped by levels of ability for instruction in the second language. The program's approach to second-language instruction recognized the importance of language acquisition at three levels -- phonological, morphological, and syntactical -- and concentrating on development of understanding and speaking skills of the students. Therefore, emphasis was placed on developing conversation skills. Reading and writing activities were a direct outcome of student mastery of understanding and speaking of the language. The E.S.L. component was characterized by the following:

--identification of students' level of ability by teacher-prepared instruments; grouping for instruction based on level of ability; emphasis on individualization with assistance of the paraprofessionals;

--use of the aural-oral or audio-lingual approach, with emphasis placed on meaningful oral practice, followed by reinforcement to strengthen basic oral concepts;

--special daily periods of instruction, a minimum of twice a week in which students practiced correct pronunciation, sentence structure, vocabulary, rhythm, and intonation patterns of the new language;

--use of varied visual aids including objects, films, pictures, etc.;

--use of varied audio aids, such as: tape recorders, cassettes, phonographs, etc.;

--use of trips and activities to stimulate the practical use of language;

--provisions for students' functional application of new and review language items through instruction with students of other language groups (Spanish/Italian) in the Bilingual Education through the Arts project;

--provisions for development of reading skills in English for students learning to read English as a second language, directly related to what the student acquired in understanding and speaking the language.

After pupils were introduced to reading through the language-experience approach and directed reading, they participated in a developmental reading program which focused on developing sequential reading skills using a reading skill series. The scope and sequence of the skills mastered in English reading are outlined in the New York City Language Arts Curriculum for Grades 5 through 12 and in the New York City Manual: Sequential Levels of Reading Growth - Grades Kindergarten through 12.

Bilingual Education Through the Arts (Grades 4 through 9)

The project designed an innovative art component to supplement all curriculum areas with special emphasis in culture and language arts. Integrated into the regular school activities of students, teachers, and

paraprofessionals, the component was designed by the teachers, who established an active role in the program from the planning stages through implementation.

As part of the in-service training workshops, artist/teachers conducted a series of workshops on the use of the arts in curriculum areas, making periodic visits to participating schools to work in a co-teaching capacity with the teachers on projects which were jointly planned. Education Through the Arts included activities such as:

--language arts through drama: experimental development of creative writing, prose, poetry, playwriting, and acting;

--history and culture: Hispanic, Italian, North American;

--Caribbean history and culture through three-dimensional construction, and ceremonial mask making;

--American history and multi-ethnic development through three-dimensional constructions;

--Italian and Hispanic history, culture, and contributions to the art world through three-dimensional constructions.

Grade 4

Native language arts emphasized listening, speaking, and reading skills. Students received a minimum of 45 minutes a day, five days a week in the native language. For the Spanish component, the New York City curriculum guides were supplemented with the experimental Spanish Language Arts curriculum developed by the Bilingual Teacher-Intern Program for grades 4 and 5 and a reading series, experience charts, and teacher-made materials. The Italian component used supplementary materials developed by classroom teachers and consultants.

Multi-cultural social studies was offered three times a week, with a focus on developing skills in critical thinking and skills in gathering, interpreting, and organizing information. The language of instruction for the social studies component included alternate use of English/Italian and English/Spanish. The principal source of materials was the New York City Board of Education Social Studies Curriculum Bulletin: Fourth Grade - American People and Leaders, supplemented by:

--La Ensenanza de Estudios Sociales en el Cuarto Grado- Tema Central: Nuestro Pais (Puerto Rico);

--P.S. 25X- Curriculum Materials developed for social studies;

--Museo del Barrio - filmstrips on Puerto Rican history and culture;

--Italian materials developed in Community School Districts 32, 20, and 21.

Mathematics instruction was provided for a minimum of 45 minutes a day. Teachers utilized the New York City Curriculum Guide and the Mathematics Supplementary Guide developed by the Bilingual Teacher-Intern Program for grades 4 and 5. Among the subtopics in the fourth-grade mathematics component were: geometrical figures; rounding off numbers; addition, subtraction, multiplication, and division: whole numbers; measurement of units and fractions; and line graphs.

Grade 5

The fifth-grade students received a minimum of a 45-minute period a day, five days a week in the native language. Teachers administered a diagnostic language arts test to determine language arts skills mastered in previous grades and grouped students to work in cooperation with the

paraprofessional. The New York City Board of Education Curriculum Guide Grade 5 was utilized. The Spanish component was supplemented with an experimental Spanish Language Arts Supplementary Guide Grades 4 and 5, developed by the Bilingual Teacher-Intern Program. The Italian component supplemented the basic curriculum with appropriate teacher- and consultant-developed materials. In addition, the following materials were utilized:

--Language Arts Fifth-Grade Handbook;

--readers and accompanying workbooks;

--teacher-made materials.

Multicultural Social Studies Skills Development. TELE students received three periods a week of bi-cultural social studies utilizing the New York City Board of Education Social Studies Curriculum fifth-grade bulletin. Resources utilized by Spanish component included the Northeast Regional Curriculum Development Center, in conjunction with the New York City Public Schools, as well as El Museo del Barrio. The Italian component supplemented the social studies curriculum with teacher-, parent-, and consultant-developed materials.

Materials used in the social studies component included:

--New York City Board of Education Social Studies Curriculum Bulletin 5th Grade - Our World: Geographic and Economic Studies;

--La Ensenanza de Estudios Sociales en el quinto grado;

--Northeast Regional Curriculum Development Center - curriculum materials developed for social studies;

--Center for Audio-Visual Instruction: related films and film strips;

--Museo del Barrio; Films; Artifact Unit: Puerto Rican history and culture.

Mathematics. Students received mathematics instruction for a minimum of 45 minutes, once a day, five days a week. Instructional materials included: the New York City Curriculum Guide, the Supplementary Mathematics Guide developed by the Bilingual Teacher-Intern Program (grades 4 and 5), and teacher-made materials. The following subunits comprised the year's work: metrics, numeration; decimal system and notation, roman numerals, fractions (addition and subtraction of like fractions), numeration; and statistics (computation of the average or mean). Special features of mathematics instruction included:

--use of classroom, school, and out-of school experiences to make mathematics lessons more relevant to children;

--demonstration of concepts through manipulation of real objects with the children;

--use of games, songs, and stories whenever possible to reinforce concepts;

--use of independent activities with simple instructions for the individualization of learning in a "math center";

--demonstration of metric concepts through manipulative materials.

Grade 6

Native Language Arts. The students received a maximum of 45 minutes a day, five days a week in the native language. Teachers administered a teacher-made diagnostic language arts test to determine language arts skills mastered in previous grades.

Sixth-grade New York City Board of Education curriculum guides were utilized with appropriate supplementary materials in Spanish and Italian suggested by the resource specialists.

Multicultural Social Studies Development. Similar to the fifth-grade format, sixth-grade TELE students received three periods a week of multicultural social studies. The New York City Board of Education Social Studies Curriculum Sixth-Grade Bulletin was utilized, supplemented by the same resources described for the fifth grade.

Mathematics. Similar to the fifth-grade format, students were programmed for mathematics instruction a maximum of 45 minutes a day, five days a week, utilizing the New York City sixth-grade curriculum guides.

The following subunits comprised the math curriculum: sets and numeration; addition and subtraction of whole numbers; multiplication of whole numbers; division of whole numbers; fractional numbers; geometry; and measurement in the metric system.

Grade Levels 7-9

Native Language Arts. A native language arts program was provided for all students, specifically Spanish Language Arts were provided for Spanish-dominant students and Italian Language Arts were programmed for Italian students. Programmed for a minimum of five periods per week of native language arts, pupils were diagnosed using teacher-prepared instruments to determine levels of ability and grouped according to ability and level. Small group instruction was emphasized and students with less developed reading skills received individualized instruction by the teacher assistants.

Overall, the program focused on the sequential development of the language arts and reading skills. For the first two years, the curriculum developed by the Puerto Rican Department of Education and the supplementary

curriculum guides developed by the Bilingual Teacher-Intern Program (a New York City Public Schools, Office of Bilingual Education project) were used. The Bilingual Education through the Arts component was essential to the development of language art skills.

Science. Science was taught bilingually using the New York City syllabus for science and supplemented with the energy curriculum. The science component was intended to guide students to:

--explore, investigate, conduct research, hypothesize, analyze theories in the area of general science;

--investigate current scientific research and apply this information to current concerns such as ecology, space exploration, population distribution, etc.;

--demonstrate ability to conduct experiments and reach conclusions;

--demonstrate ability to express orally findings, hypotheses, and/or conclusions related to science study and investigation;

--demonstrate ability to express in writing findings, hypotheses, and/or conclusions related to science study and investigation.

Mathematics. Mathematics was taught bilingually using the New York City syllabus for mathematics. All students were pre-tested using teacher-prepared tests in order to determine their level of ability, and were grouped according to level. An emphasis on group instruction was designed to enable students to:

--acquire basic computational and problem solving skills;

--investigate, hypothesize, analyze, and discover patterns and regularities in number systems in such areas as general mathematics, geometry, and algebra;

--apply mathematics to the solution of problems encountered in everyday living.

Social Studies. The social studies component was taught bilingually using the New York City social studies curriculum. The New York City social studies curriculum was supplemented by teacher-prepared materials. The units incorporated three culture components of the program: the history and culture of North America, Hispanic history and culture, and Italian history and culture.

Italian- and Spanish-dominant students received a minimum of five 45 minute periods a week of social studies-culture classes. Italian and Spanish ethnic studies were integrated into the existing social studies curriculum, with the assistance of the resource specialists.

In addition, students participated in various projects during the year which explored life in New York, consumer education, New York City government, housing, and other vital themes. Sample instructional schedules for seventh, eighth, and ninth grades are presented in Appendix C.

GRADUATE TEACHER EDUCATION COMPONENT

Since its inception, the TELE program has cooperated with the City College of New York master's program in bilingual elementary education. Course information and degree requirements for this program are presented in Appendix D. Teacher-interns earned up to six credits per semester, three of which were reimbursable by Title VII funds. Special features included close coordination by the project director and resource specialists to complement university training areas; in-service workshop observation by college staff; course registration on site at the TELE central office facilitating the registration process; and TELE staff recommendations for curriculum modifications. In consultation with the TELE project director,

the City College program was designed to respond to the emerging needs of the teachers. According to the director of the bilingual program at City College, teacher-interns frequently attended classes as a group.

Due to the combined efforts of TELE staff and the City University, the first secondary level bilingual education master's degree program in New York City was designed in 1979-80 and implemented in the fall of 1980. Conceptualized by the TELE project director, the secondary master's program was initially planned at City College with the endorsement of the New York City Office of Bilingual Education and the financial support of a one-year Title VII Dean's Grant.

Since nearly twenty-five percent of TELE teachers were placed in junior high and intermediate school programs, this master's program represented a critical resource in training staff at the secondary level. Prior to the City College secondary program, Spanish-English TELE participants pursued elementary master's degrees, despite placements in intermediate and secondary schools. Therefore, since the fall of 1980, program participants at the beginning stages of master's degree studies and incoming participants were eligible to enroll in the secondary program, with a choice of majors in mathematics, science, or social studies. Appendix E presents secondary level master's degree requirements in each concentration.

In response to a project-developed needs assessment and a review of participating teachers' records and logs, graduate level mini-courses in bilingual education were instituted to meet specific teacher needs to strengthen teaching skills in science, native language arts, and mathematics.

Offered at City College for one credit each for a total of 20 hours per semester, the mini-courses were reserved for TELE students.

According to the director of the City College Bilingual Program, the close attention and regular observation during the teaching process strengthened the interns' experience. Since master's level students complete student teaching at the undergraduate level, the City College program did not include a supervised field component, nor did a mechanism exist for one. The University director commented that attendance at the weekly TELE in-service workshops should have linked the University course content closer to day-to-day teaching needs. He observed that such a linkage could have served to reduce teacher concerns that university training did not provide adequate "hands on" lessons and materials for classroom application. Courses offered to TELE teachers during the 1981-82 academic year included:

Course Titles

The Child in Novel and Biography
Foundations of Language
Verbal Classroom Interaction with Hispanic Children
Teaching in Bilingual Community Agencies
Minicourse: International Dimensions of Bilingual Education
Minicourse: Haitian Culture through its Literature
Teaching E.S.L. through the Arts
Development and Evaluation of Educational Material/Bilingual Education
School in American Society: Bilingual Education
Content Research Seminar in Bilingual Education
Advanced Spanish Grammar and Composition
Vernacular Language of Puerto Rico

A detailed schedule of university course offerings is presented in Appendix F.

IN-SERVICE TRAINING WORKSHOPS

In the final year of program operations, in-service training workshops continued to be offered once a week at TELE central offices. These two-hour sessions were scheduled as group meetings through February 1982. The spring workshop schedule was modified to provide increased individual on-site assistance, rather than group training, in the last months of program funding. As in the past years' workshops, two training groups were established to accommodate differences in educational need and number of years of experience as a TELE teacher-intern. Since few new interns entered the program in 1981-82 and most training needs were generally consistent, one workshop series was offered, supplemented by individualized assistance for less experienced interns. Similarly, pre-service sessions, designed as orientation sessions to the TELE program and first year teaching in general, were not offered this year. However, the workshop series continued to fulfill the contractual requirement (between the New York City Board of Education and the United Federation of Teachers) that all new teachers attend a "First Year Teachers' Workshop."

Structured on a modular, competency-based approach, the workshops focused on teachers' assessed needs, generally identified in the areas of classroom management; grouping according to skill levels; individualized instruction; instructional and curriculum materials; innovative "hands-on" and teacher-made learning materials and methodologies for teaching the LEP student. Accordingly, workshops focused on classroom operation and management; unit/lesson planning; diagnostic and prescriptive approaches to the teaching of native language arts and reading, mathematics, and

English as a second language; individualization of instruction; multicultural education (primarily Hispanic cultures); testing; and parent/community-teaching relations.

The basic format for the in-service training workshop follows:

4:00-5:30 Homeroom. Each resource specialist has responsibility for one district. Each workshop may cover administrative matters, announce changes within the districts, and/or include mini-lessons (teacher-shared techniques and strategies that have been successful).

5:30-6:30 Scheduled training activities.

Results of training sessions were assessed by follow-up observations made by resource specialists and formed the basis for planning future workshops. Training workshops were directed toward meeting the anticipated needs of the recent teachers in the program as well as the developmental needs of those teachers who had been with the program for several years. To serve these diverse groups, the program offered training mini-sessions on a periodic basis to address particular teacher needs.

Specifically, the fifteen workshop sessions conducted in 1981-82 included:

Trilingual Educational Learning Environment
1981-1982 Workshop Series

Date	Topic
September 17	General Session
24	Pelicula: Consuelo, Quienes Somos? Discussion Parental Involvement - Why and How
October 1	Jazz Chants for Children - Rhythms of American English through chants, songs, and poems
15	Test packages distributed Classroom Management
22	Presentation by Laidlaw Publishing Company Classroom Management
29	Test packages returned Classroom Management Distribution of materials for Puerto Rican Heritage Day
November 5	Museum of Natural History - The Peoples' Center special program
12	Lesson and Unit Planning
December 8	Lesson and Unit Planning Ideas for Christmas and Dia de los Reyes
10	Preparation for Christmas and Dia de los Reyes
17	Program Celebration
January 7	Affective Education - theory, techniques, and materials designed to promote self concept and more effective ways of handling conflicts
21	Affective Education
28	Cloze Technique - Purpose, Use, and Advantage
February 4	Selection and development of materials for reading in the native language program

See Appendix G for a detailed workshop schedule and sample workshop agenda formats and training materials.

MATERIALS DEVELOPMENT AND ADAPTATION

Over the TELE program's history, project staff created numerous supplementary curriculum guides for distribution in participating school districts, which were designed to encourage creative activities in the areas of native and second culture, and E.S.L.

Italian curriculum guides were developed in language arts, integrating language arts activities with the arts and with Italian and American cultures. Thematically, the activities focused on the home culture of the students, integrated with cultural experiences in the United States, and reflective of the experiences of the participating students. The TELE program hired teacher artists to work on an hourly basis with students on special projects and assist and complement the work of the resource teachers at school sites. All participating Italian teachers were served by the artists and resource personnel in implementing special arts activities which were shared with the entire school in which they took place. Appendix H presents a sample of program-developed material.

PARENT/COMMUNITY/INVOLVEMENT

The TELE project continued parent workshops and training under the direction of a project resource specialist. Members of the program's Advisory Committee continued to participate in leadership training workshops. On a regular basis, parents were notified of their children's progress through meetings, newsletters, parent-teacher conferences, and workshops. Parents

of the students participating in the program, as well as other non-English-speaking parents in participating community school districts, were encouraged to participate in training and educational activities provided by the TELE program. The parent training component focused on increasing parental leadership skills, and involvement in the learning process, as well as developing parental academic proficiency. The program offered three mini-components according to parents' needs:

--classes in English as a second language;

--periodic workshops on bilingual education including: bilingual/multi-cultural education: philosophy, implementation, and impact; bilingual/multi-cultural curriculum: basic training techniques; child and adolescent growth; and curriculum areas of reading and mathematics;

--high school equivalency workshops.

According to the resource specialist responsible for parental involvement activities, these sessions strengthened the classroom teachers' relationship with participating parents. Local district administrators were reported supportive of parent training activities. Reflecting the resource specialists' professional and educational philosophy, evening meetings were provided although Board of Education policy precluded compensatory time. Sample Parent Workshop Training Materials are presented in Appendix I.

ON-SITE ASSISTANCE

TELE project resource specialists provided on-site training, supervision, and resources, based upon individual teachers' needs in meeting classroom objectives. The resource specialists observed classroom lessons and activities, conducted demonstration lessons, and coordinated and followed up with each of the bilingual teacher-interns under their supervision.

Documentation of these activities were reflected in weekly and monthly progress reports, individual logs, and lesson evaluations. The resource specialists assigned to a specific community school district and schools within the district, played an important role in promoting articulation between all participating TELE teachers. The program's resource specialists worked not only with the bilingual teacher-interns at a given school, but also assisted other bilingual personnel in coordinating school instructional activities.

The resource specialists' role did not change significantly over the four years of program operation. Each September, in an initial visit with participating school principals, a protocol for subsequent visits was established which served to structure exchanges between TELE staff and the school district personnel, parents, and community groups (Appendix J).

Between five and six participating teachers were assigned to each resource specialist, who was responsible not only for supervision in regard to program-related performance and training, but also for a thorough documentation of teacher performance and progress reports. These reports were shared with program staff for planning of future activities.

The resource specialists visited participating teachers between four and eight times a month. More intensive training was provided through additional visits if warranted. Making specific recommendations, the resource specialists worked jointly with each teacher to improve his/her performance. Training activities were coordinated with school district training personnel and designated supervisory staff. The

following activities are examples of the range of on-site training provided by the resource specialists as documented in the resource specialists' log books:

--Record Keeping

- Attendance
- Student permanent record
- Class report on register
- Student diagnostic files for reading and math
- Student log - behavior, talents, lunch information

--Class Routines

- Student line-ups
- Assignment of monitors
- Procedure for calling class to attention
- Procedures for leaving the classroom
- Pupil classroom participation
- Lesson schedule and schedule for students - pull out (if any)
- Clean up before lunch time and end of the day dismissal
- Record attendance on the board
- Date and class written on board
- Checking of homework assignment and student work

--Aesthetics

- Desk arrangement
- Use of bulletin boards
- Display of students' work
- Timely seasonal labeling

--Curriculum Bulletins

- Use of curriculum bulletins
- Adapation of curriculum bulletins

--Planning

- Unit planning
- Weekly plans
- Daily plans
- Timing of lesson
- Lesson flow
- Holding assignment

--Pupil Assessment

Teacher-made diagnostic test in reading - English
Teacher-made diagnostic test in reading - Spanish/Italian
Teacher-made diagnostic test in mathematics
Teacher-made diagnostic test in E.S.L.

--Grouping

Group instruction in reading in English
Group instruction in reading in Spanish/Italian
Group instruction in mathematics
Group instruction in E.S.L.

ARTICULATION WITH PARTICIPATING SCHOOL DISTRICTS

The Trilingual Education Learning Environment Program established on-going and continuing contact between the participating community school districts to share ideas and expertise in bilingual/bicultural education. This liaison between the program and the community school districts is reported to be cooperative and supportive for the purpose of best serving the students' needs. Contacts with local districts and school administration included phone and written communication as well as personal meetings with principals and teachers.

The project director maintained contact with district superintendents, bilingual education project directors, coordinators, assistant principals in charge of bilingual education, teacher trainers, school principals, and curriculum specialists. Contact with teacher-interns was maintained on a weekly basis at training activities at the program's central office.

However, the resource specialists were the primary link between the central TELE office and the teacher-intern. Nearly 60 percent of the resource specialists' time was spent on site in the participating schools,

providing supervision and training and maintaining channels of communication and cooperation with local school district personnel.

On a weekly basis, resource specialists completed logs, or progress reports, which documented teacher-interns' progress and development, as well as TELE activities at each program site. The logs also record details of individual conferences with interns, school administration (principals, bilingual coordinators), other staff members (teachers, paraprofessionals), parents, and community groups, documented by the form presented in Appendix J. Descriptions of student instructional programs indicated strengths, weaknesses, needs, and growth of the pupils.

Logs, organized by district, school site, and teacher-intern, contain basic demographic data about the school, the intern, and program implementation gathered each September using a standarized Intern Information Data Form (Appendix K). Included is information about the total school population, bilingual classes and support services available, key contact persons at district and school levels, background data on teacher-interns, and training needs. In conjunction with the teacher-interns, the resource specialist identified resources, curriculum and instruction needs, as well as a special project including necessary resources and projected time line.

Daily site visit activities were recorded on the Field Visit Form (Appendix L) which formed the basis of log entries. Random excerpts from the field visit form/logs indicate the range of services provided. In sum, these entries provide a concise record of all supervisory and training activities on site and at the central TELE offices. Six sample entries from the resource specialists' logs follow:

Teacher 1

1. Determination of types of teacher needs differentiating between beginning and more experienced teachers.

2. Development of parent workshops in coordination with district guidance counselor.

3. Presentation of workshop on "The Education of the Dominican Child" for mainstream teachers.

4. Parental Workshop: "Filling out the G.E.D. Application."

5. Provide demonstration lesson on the Dominican Republic and its culture; Pan American Week.

6. Identify and provide charts, maps, and guides on geography lesson.

7. Provide employment resource information to parents' group.

Teacher 2

1. Provide and establish daily lesson plan.

2. Identified teacher-intern training needs and establish long range projects.

3. Provide technical assistance on special unit: Social Studies through Photography.

4. Making recommendations on student discipline problems, including direct communication with teacher-intern, student, and parents.

5. Provide assistance in planning field trip: Museum of Natural History.

6. Provide lesson on Puerto Rican culture.

7. Provide information on teacher license renewal.

8. Provide curriculum information for Afro-American History week.

Teacher 3

1. Help plan parent meeting to increase parent/school communication.

2. Provide assistance for student involvement in district-wide activity: spelling bee.

3. Provide technical assistance in organizing class trip to Repertorio España.

4. Provide assistance for special project school newspaper.

Teacher 4

1. Provide planning session on learning centers.
2. Establish special half-year project: Our Roots; incorporate and familiarize students with either culture (i.e. Hispanic or Italian).
3. Assist in establishing classroom library.
4. Provide instructional materials (flash cards, etc.).
5. Training session on classroom management.

Teacher 5

1. Provision of supplementary instructional resources, i.e. filmstrips.
2. Provide materials for individualized instruction and grouping (E.S.L. workbooks; bilingual flash cards).
3. Provide classroom assistance to small groups and individuals in "bridge" class.
4. Provide assistance in incorporating new students into classroom.
5. Provide demonstration lesson on nutrition.
6. Assist with class trip to East Harlem and El Museo del Barrio.

Teacher 6

1. Provide technical assistance in language dominance testing.
2. Conduct classroom observation to identify problem areas and resources.
3. Intervene with school social worker.
4. Assistance in grouping "Gates" students.
5. Assist with parent trip: Metropolitan Museum of Art.
6. Technical assistance to include G.E.D. information into parents E.S.L. classes.

III. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-82. Students were assessed in English language development and growth in their mastery of their native language.

The following are the areas assessed and the instruments used:

English Language Development -- Interamerican Tests of Reading, Levels 2 and 3, Forms A and B; Interamerican Tests of General Ability, Levels 2 and 3, Forms A and B; Language Assessment Battery, Level 3

Native Language Development -- Interamerican Series, La Prueba de Lectura, Levels 2 and 3, Forms A and B; Interamerican Series, La Prueba de Abilidad General, Level 3, Forms A and B; Interamerican Series, La Prueba de Lectura y Numero, Levels 2 and 3, Forms DE and CE

Attendance -- Program records

On pre/post standardized tests of English and native language reading achievement statistical and educational significance are reported in Tables 9 through 13.

Statisical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant. This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.* An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = low ES

a difference of 1/2 = .50 = moderate ES

a difference of 4/5 = .80 = high ES

The attendance percentages of program students are presented by site in Table 14.

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*Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 720.

TABLE 9

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of Spanish-Speaking Students by Grade, Test, and Test Level

Test	Level	Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-Test	Level of Significance	Effect Size
Interamerican Tests of Reading	2	3	111	30.4	16.9	53.8	22.2	23.4	.59	13.50	.001	1.11
		4	214	49.1	22.3	70.1	19.8	21.0	.74	20.02	.001	1.14
		6	58	25.3	14.1	39.1	20.1	13.7	.61	6.52	.001	.92
	3	4	36	26.3	22.0	54.0	25.8	26.7	-.39	4.16	.001	.78
		5	57	28.1	16.0	49.1	23.6	21.0	.50	7.60	.001	1.00
		6	90	30.9	20.0	42.1	17.1	11.2	.42	5.30	.001	.69
		7	37	37.4	23.7	47.9	21.1	10.5	.93	7.29	.001	1.08
Interamerican Tests of General Ability	2	5	27	32.1	14.8	50.8	12.5	18.6	.24	5.74	.001	1.05
	3	9	43	63.5	16.0	70.8	16.3	7.3	.67	3.65	.001	.69
Language Assessment Battery	3	8	32	37.7	10.3	66.3	19.5	28.5	.50	9.51	.001	1.21

.Spanish-speaking students in each grade tested at all levels on each test showed gains from the pre- to the post-test which were both statistically and educationally significant.

TABLE 10

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of Italian-Speaking Students by Grade and Test Level

Test	Level	Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-Test	Level of Significance	Effect Size
Interamerican Tests of Reading	1	2	13	36.2	4.2	48.4	4.0	12.2	.06	7.79	.001	1.29
	2	3	22	55.2	10.6	76.4	7.3	21.2	.56	11.21	.001	1.31
		4	49	55.0	21.0	67.4	20.0	12.4	.65	5.04	.001	.84
		5	30	58.3	22.5	76.2	13.3	17.8	.61	5.47	.001	1.00
	3	3	7	28.9	14.7	54.6	19.4	25.7	.94	8.86	.001	1.37
		4	4	58.3	20.7	62.3	12.8	4.0	.20	0.36	NS	.29
		5	15	47.2	19.3	71.7	20.1	24.5	.47	4.68	.001	1.10

.Italian-speaking students tested in each grade at all levels showed gains from the pre- to the post-test which were both statistically and educationally significant except for the small group of fourth graders tested at Level 3.

TABLE 11

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of English-Speaking Students by Grade and Test Level

Test	Level	Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-Test	Level of Significance	Effect Size
Interamerican Tests of Reading	3	4	2	46.5	3.5	70.0	28.3	23.5	-1.0	1.04	NS	1.02
		5	22	49.4	18.7	68.0	20.4	18.6	.63	5.16	.001	1.05
		6	8	59.3	30.3	84.5	21.4	25.3	.63	3.00	.01	1.06

.English-speaking students in both the fifth and sixth grades showed gains from the pre- to the post-test which were both statistically and educationally significant.

.Gains in the scores of fourth-graders were educationally significant, but not statistically significant. It should be noted however, that only two fourth-grade students were reported.

TABLE 12

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of "Other"[a] Students by Grade, and Test Level

Test	Level	Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-Test	Level of Significance	Effect Size
Interamerican Tests of Reading	2	4	12	48.3	28.8	53.3	23.4	5.0	.94	1.64	NS	.62
		5	11	40.5	28.0	52.6	32.0	12.0	.95	4.05	.001	1.11
	3	5	9	39.6	18.0	76.7	9.8	37.1	.20	5.97	.001	1.27
		6	77	42.3	23.2	47.9	23.8	5.6	.98	11.13	.001	1.12

[a]"Other" students are those Spanish-speaking students enrolled in courses in Italian.

.Fifth graders tested at Levels 2 and 3 and sixth graders tested at Level 3 experienced gains from the pre- to post-test that were statistically and educationally significant.

.Fourth graders tested at Level 2 showed gains from the pre- to the post-test which were moderately educationally significant.

TABLE 13

Native Language Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of Spanish-Speaking Students by Grade, Test, and Test Level

Test	Level	Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-Test	Level of Significance	Effect Size
Interamerican Prueba de Lectura	2	3	108	38.50	16.34	59.94	18.97	21.44	.71	16.25	.001	1.19
		4	213	55.62	21.91	75.21	19.00	19.59	.67	17.06	.001	.97
		6	60	34.42	13.88	54.37	21.47	19.95	.69	9.94	.001	1.12
	3	4	23	28.87	20.49	21.96	19.71	-6.91	.61	-1.87	NS	-.52
		5	42	26.93	13.18	46.57	26.34	19.64	.54	5.74	.001	.94
		6	78	37.63	22.76	56.40	27.90	18.77	.82	10.41	.001	1.08
		7	36	38.72	19.00	53.83	19.39	15.11	.94	13.62	.001	1.30
		8	32	28.91	19.40	78.28	21.28	49.38	.38	12.33	.001	1.29
Interamerican Prueba de Abilidad General	3	9	37	66.27	14.50	70.00	16.53	3.73	.66	1.73	NS	.39
Interamerican Prueba de Lectura y Numero	2	5	5	54.60	16.88	58.60	23.45	4.00	.99	1.30	NS	.77
		6	8	45.13	23.77	50.13	25.45	5.00	.97	2.75	.05	.92
	3	4	47	24.25	12.43	34.96	8.91	10.70	.45	6.35	.001	.97
		5	28	30.07	6.96	42.50	6.29	4.43	.45	3.37	.001	.77

.Spanish-speaking students in each grade tested at all levels on each test showed gains from the pre- to the post-test which were both statistically and educationally significant except grade 4 students tested at Level 3 of the Prueba de Lectura.

TABLE 14

Attendance Percentages of Program Students[a]

School	Number of Students	Program Attendance	S.D.
J.H.S. 54	47	95.7	4.7
P.S. 84	51	91.4	5.0
P.S. 98	84	93.6	4.6
J.H.S. 143	23	93.9	6.9
P.S. 145	24	90.1	7.0
P.S. 163	16	91.7	6.0
J.H.S. 164	32	97.2	3.6
P.S. 165	39	89.6	8.4
P.S. 189	76	93.4	6.5
P.S. 192	107	93.2	7.9
P.S. 208	31	94.1	16.3
I.S. 233	17	94.1	4.7
P.S. 67	22	88.4	11.2
P.S. 116	45	92.4	7.3
P.S. 123	142	97.2	3.7
P.S. 274	85	93.4	6.4
P.S. 81	121	95.7	4.2

[a]Source. Student Information Forms submitted to the Office of Educational Evaluation.

IV. CONCLUSIONS AND RECOMMENDATIONS

In the final year of funding, the TELE program continued to demonstrate its effectiveness as a centrally-based teacher training program, combining university courses, local on-site assistance, and in-service training workshops within five local C.S.D.'s. Moreover, students served by TELE-trained teachers appear to have benefitted from this comprehensive teacher training program, as demonstrated by the analyses of test score data and student outcomes.

Efficient, well managed program administration resulted in a program which "operated like a team." The close, individual attention provided by staff resource specialists to teacher-interns contributed to the program's success. Clearly, this effective management system led to the rapport necessary for program implementation across numerous sites. According to local district administration, the program's success is also due to careful screening and selection of teacher-interns. Local district staff observed that the TELE program is an example of a funded program which was carefully implemented and followed through according to the grant design. TELE staff identified another important factor in the program's success: local district principals and building staff were sympathetic to and supportive of the program's philosophy. This support, established in the initial planning stages of the grant, was developed and maintained over the program's funding cycle by program administration and staff.

TELE teacher-intern training was particularly effective since it formulated strategies to incorporate the practical with the theoretical,

creating an impact on and difference in teacher performance. TELE staff observed that teacher-interns consistently reached beyond the basic responsibilities, seeking to refine their skills and become master teachers. This was supported by program continuity and follow-up in implementation of classroom activities, especially through one-to-one training assistance. In addition, the TELE resource specialists contributed a keen understanding of the New York City school system and its classroom needs, based upon their field experience as teachers within the system. The program filled a training gap experienced by beginning teachers and supplemented the role of the bilingual coordinators in local districts. As described by one intern, she entered the program "empty" as a new teacher from the Dominican Republic. It appears the TELE program served as an important link for numerous other teachers trained in Central and/or South America, and new to the New York City system, bridging this gap and providing "an urbanizing and Americanizing experience," as described by another TELE teacher-intern. Assistance in materials development and implementation was especially important for teachers trained outside the United States, as well as awareness and information sessions about cultural differences, including discipline and on-the-job behavior.

Teacher training needs appear to have been addressed, in part based upon continuous needs assessment data which provided the basis for subsequent program in-service workshops. Through on-site assistance in the local C.S.D.'s, teacher-interns focused on specific unit activities. It appears that the "hands-on" experience provided by the resource specialists was of more immediate applicability than the university courses,

as reported by program interns. Further, the teacher-interns appear to appreciate the sharing of ideas, resources, materials, and demonstration, but most important, the experience of "seasoned resource teachers."

Teacher-interns report that although they hoped the university professors would serve as resources for specific classroom-based needs, this need was frequently left unsatisfied. The resource specialists appear to have responded with greater accuracy, based upon their knowledge of the immediate situation and reality of the particular classroom. Requirements of university classes were reported to be sometimes unrelated to classroom needs (i.e. papers, examinations, etc.), whereas in-service workshops often focused on materials development geared to student instructional needs. However, through the workshops' structure, teacher-interns continually assessed the linkage between the university and the field.

Teacher-interns report increased confidence in their teaching abilities as a result of the combined training efforts. It appears that the structured training groups provided a support network for teachers new to the system and in some cases, new to the country. As summarized by a TELE teacher-intern, "the program opened the doors to my teaching career in New York City. The program was helpful in on-the-job and everyday assistance...advice ranged from curriculum materials to an orientation to the New York schools and licensing requirements...even though I was an experienced teacher in Puerto Rico."

Clearly, the TELE program establishes a model for diversified teacher training, coupling college courses with on-site assistance and in-service

workshops and encouraging a linkage between the practical and the theoretical in teacher training efforts. The Secondary Master's program, conceptualized by the City University system, is an indication of the inter-agency cooperation and feedback that enabled the program to achieve its goals. TELE is an example of a funded program which successfully worked "from outside" to bring resources to scattered C.S.D.'s. Of particular value was the program's ability to disseminate resources and assistance which would have been otherwise unavailable to participating schools. Program administration established a careful and consistent balance in serving immediate classroom needs in view of the prevailing educational philosophy of the district.

The following recommendations are suggested for implementing future training programs to serve similar populations:

1. A closer linkage might be established between university training, the in-service component, and the needs of the teacher-interns in their classrooms. An observation component, not usually a part of the master's level training, might be incorporated into the university training to facilitate this linkage. University training might be coordinated with the efforts of the resource specialists to increase communications and establish clearer on-site scheduling.

2. Teacher-interns' training needs should be addressed in ways which support classroom instruction while simultaneously teaching necessary theoretical concepts. The classroom teachers might be directly involved in structuring the training program and a mechanism could be established for periodic re-evaluation.

3. On-site demonstration lessons might be increased and structured to permit teacher-interns self observation. Teaching might should be videotaped to evaluate pre- and post-training growth.

4. Training teams might be established to assist new teachers, modeled on the TELE on-site approach. Model classrooms might be identified, and new teachers released to observe the instructional process. A "buddy system" might be established for new teachers. "Cultural awareness training" could be offered to new teachers trained outside the United States.

5. The training program offered to experienced TELE Italian teachers should be considered by the Board of Education as a model for experienced teachers for whom graduate credits are not an incentive. Innovative approaches, such as the arts and culture component, should be replicated.

6. Curriculum and instructional materials developed and/or assembled by the TELE program should be made available, perhaps by the New York City Board of Education's center for curriculum development at the Office of Bilingual Education, to the local C.S.D.s. Innovative materials developed through the Italian arts and culture component might be disseminated through the EDAC, BESC, and other local, state, and national agencies.

7. Needs assessment data might continue to be collected to provide ongoing feedback for training purposes. Teacher questionnaires could be modeled on those developed by the TELE program and modified to reflect local school district composition and instructional resources.

8. Mini-courses should be continued at the City University and should be developed to respond to varied teacher needs.

V. APPENDICES

LONG RANGE GENERAL OBJECTIVES

N.C.

Program Objectives

While it is imperative to identify objectives which are specific, measur and short range, it is equally important to define long-range objectives which provide the broad framework from which the short range objectives can be derived and the activities defined. A comprehensive program which will provide significant long-lasting impact can only be obtained if we first develop well defined long term goals each punctuated by shor term immediate measurable objectives. The following are the long range goals of the program.

Long Range General Programs' Objective

1. The establishment, development and maintenance of an exemplary bilingual multi-cultural program in elementary feeder schools and Junior High Schools which will serve as model to other elementary and junior high schools in the city.

2. Students, who were participants in a bilingual program in the elementary school will be able to continue participating in a bilingual/multi-cultural program in the junior high school.

3. Student of limited English proficiency and students who are newly arrived to the U.S.A., will be given the opportunity to participate in a bilingual/multi-cultural program.

4. The development of a student body that is academically successful in reading, mathematics and other subject areas through a program which provides the student with an opportunity to learn in his/her dominant language while learning the second language.

5. The development of a history and culture program which will enhance and reinforce the positive self concept of participating students by providing them with an opportunity to become knowledgeable and appreciative of their cultural heritage.

6. All students will demonstrate their understanding and appreciation of cultural heritage by participating jointly in classroom activities, school observed holidays and festivities of cultural significance as well as national events.

7. The development of an art enrichment program that will stimulate and develop the creative talents of students and will serve as a basis for developing skills in language arts.

Staff development program

1. The development of a bilingual staff Spanish-English/Italian English composed of teachers and paraprofessionals fluent in their vernacular language and in Enlgish, with the attitudes, language competency and teaching skills required to maintain an on-going comprehensive Bilingual/Bicultural program.

2. Provide resouce and train 30 Bilingual Spanish teachers and 10 Italian teachers in the field of bilingual/bicultural education.

* 3. ~~To provide resources and training to 50 bilingual Spanish, paraprofessionals and 10 Italian paraprofessionals assigned to the participating teachers.~~

4. Provide pre-service and in-service training workshops for all bilingual teachers ~~and paraprofessionals~~ in program goals and objectives.

5. Provide the teachers with a tuition paid program at the City College of CUNY leading to a M.S. in Bilingual Education.

~~*. Provide the paraprofessional with a tuition paid program at the City College of CUNY leading to a B.A./BS in Bilingual Education.~~

Parents

Parent and Community Involvement

1. The maintenance of an Advisory Committee of parents who will participate in the development of policies and strategies for the most effective implementation of the program.

2. The development of a parent body which will actively participate in the learning experiences of their children by actively participating in workshops, meetings, school volunteers, etc.

3. The development of an Adult Education program which will provide the parents with an opportunity to learn English.

4. The development of an Adult Education program which will provide the opportunity for parents to develop basic skills so as to take and pass the high school equivalency examination.

* See progress report

LONG RANGE BEHAVIORAL OBJECTIVES
(FIVE YEARS)

Instructional Component

Pupils:

1) At least 70% of the pupils participating in the program for the entire five years will be able to demonstrate functional bilingualism and participate in classes in which either English or the native language (Spanish/ Italian) will be used.

2) At least 75% of the pupils participating in the program for the entire five years will have native language arts skills, appropriating levels in their dominant languages.

3) At least 70% of the pupils participating in the program for the entire five years will have second language arts skills appropriating levels in their dominant language.

4) At least 75% of the pupils participating in the program for the entire five years will have reading skills appropriating levels in the dominant language.

5) At least 75% of the pupils participating for the entire five years will have reading skills in their second language on appropriate levels as in their dominant language.

6) At least 70% of the pupils participating in the program for the entire five years will demonstrate a significant gain in their ESL AND SSL language skills as measured by a level of a comparable group of limited English-speaking ability children who did not participate in the program.

7) At least 70% of the pupils participating in the program for the entire five years will demonstrate a significant gain in their ESL, and ISL language skills as measured by a level of a comparable group of limited English-speaking ability children who did not participate in the program.

8) At least 70% of the pupils participating in the program for the entire five years will demonstrate significant growth in their content areas of instruction (Mathematics, Social Studies, Science, etc.) as measured by a level of a comparable group of children of lmited English-speaking ability who did not participate in the program.

9) At least 75% of the pupils participating in the program for the entire five years will have developed a positive self-image, pride and knowledge in their language and cultural heritage.

10) At least 75% of the pupils participating in the program for the entire five years will have developed an understanding of their second culture and the cultural similarities and differences of the cultural backgrounds of their school mates.

LONG RANGE BEHAVIORAL OBJECTIVES
(FIVE YEARS)

Training Program

Bilingual Teachers and Paraprofessionals :

1) To establish, develop and maintain model bilingual/ multi cultural education programs serving Hispanic and Italian children of limited English-speaking ability. Programs will be fully operative in designated schools within the four Community School Districts participating in the program over the five years period.

2) At least 90% of the bilingual teachers ~~and paraprofessionals~~ will have undergone specialized training in the community schools of the participating Community School Districts.

3) By the end of five years the bilingual teachers ~~and paraprofessionals~~ in the training program will demonstrate positive attitudes, knowledge of bilingual/ multi -cultural curriculum, innovative teaching skills, and techniques necessary to maintain the bilingual/ multi-cultural model program.

4) At least 75% of the bilingual teachers will have completed ~~their master degree in Bilingual Elementary and/or Junior~~ High School Education, by the end of the third year of the program.

5) At least 95% of the bilingual teachers will have completed their Master in Bilingual Elementary and/or Junior High School Education by the end of the fifth year of the program

6) At least 90% of the bilingual paraprofessionals will have completed their undergraduate degree in Bilingual Elementary and/or Junior High Schools Education, by the end of the fifth year of the program.

*See progress report.

LONG RANGE OBJECTIVES
(FIVE YEARS)

Parents - Community

At the end of five years of Trilingual Education Learning Environment. Program in consortium with the Community School Districts, the parents, community and schools will have:

1) Developed, established and maintained on-going parental and community involvement in the model bilingual/multi-cultural educational program.

   a) have selected and developed parental leaders as a spokespersons to act within a city-wide parent advisory capacity to the city's Hispanic and Italian population at large.

   b) Achieve a high percentage of success in the obtaining High School Equivalency Diplomas.

   c) Achieve a high percentage of success in parental functional bilingualism.

   d) Achieve a high percentage of success through a career ladder approach (paraprofessional-teacher) in the bilingual/multi-cultural education field.

APPENDIX B

Examples of cultural, community and educational resources include:

1. Center for Bilingual Education
   Board of Education
   66 Court Street
   Brooklyn, New York 11201

2. Regional Training and Resource Center
   110 Livingston Street
   Brooklyn, New York 11201

3. City College of New York
   138th Street and Convent Avenue
   New York, New York 10032

4. Community School District No. 3
   164 W. 97th Street
   New York, New York 10025

5. Community School District No. 6
   665 W. 182nd Street
   New York, New York 10033

6. Community School District No. 12
   708 East Tremont Avenue
   Bronx, New York 10457
   Dr. Peter Negroni

7. Community School District No. 32
   797 Bushwick Avenue
   Brooklyn, New York 11221

8. Aspira of America, Inc.
   22 East 54th Street
   New York, New York 10022

9. State Education Department
   Office of Urban School Services
   2 World Trade Center - Room 5040
   New York, New York 10047

10. Bilingual Education Unit
    New York State Education Department
    Washington Avenue
    Albany, New York 11234

11. El Museo del Barrio
    1945 Third Avenue
    New York, New York 10029

12. American Museum of Natural History
    79th Street & Central Park West
    New York, New York

13. Council on the Environment of
    New York City
    51 Chambers Street
    New York, New York 10007

14. Trilingual Education Learning Environment Advisory Committee

15. Commonwealth of Puerto Rico
    322 West 45th Street
    New York, New York

16. Puerto Rican Family Institute
    14th Street
    New York, New York

17. Center for Applied Linguistics
    1611 North Kent Street
    Arlington, Virginia

18. Henry Street Settlement
    The Arts for Living Center
    466 Grand Street
    New York, New York

19. Northeast Regional Curriculum
    Development Center
    Community School District #7
    Bronx, New York

20. Creative Teachers Workshop
    114 Spring Street
    New York, New York

21. G.A.M.E.
    West 86th Street
    New York, New York

22. Children's Art Carnival
    62 Hamilton Terrace
    New York, New York

23. Institute of Hispanic Arts
Park Avenue
New York, New York

25. Council of Italian-American
Brooklyn, New York

APPENDIX C

SAMPLE SCHEDULE 7th GRADE

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Lang. Arts D.L.	Lang. Arts D.L.	Lang. Arts. D.L.	Lang. Arts. D.L.	Lang. Arts. D.L.
2	Math Dom. Lang.	Math Dom. Lang.	Math Dom. Lang.	Math Dom. Lang.	Math Dom. Lang.
3	L	U	N	C	H
4	Enrichment D.L.	Enrichment D.L.	Enrichment D.L.	Enrichment D.L.	Enrichment S.L.
5	Language Arts S.L.	Language Arts S.L.	Language Arts S.L.	Language Arts S.L.	Language Arts S.L.
6	Gym Second Lang.	Music Second Lang.	Gym Second Lang.	Music Second Lang.	Gym Second Lang.
7	Social Studies Dom.Lang. America History & Culture	S. Studies Ethnic Heritage Dom. Lang.	Social Studies Dom. Lang. American History & Culture	S. Studies Ethnic Heritage Dom. Lang.	Social Studies Dom. Lang.
8	Science LAB	Science Dom. Lang.	Science Dom. Lang.	Science Dom. Lang.	Science LAB

DL = Dominant Language
SL = Second Language
Enrichment = Bilingual Education through the Arts
4 periods - DL
1 period - SL

SAMPLE SCHEDULE - 8th GRADE

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Lang. Arts D.L.	Lang. Arts D.L.	Lang. Arts D.L.	Lang. Arts D.L.	Lang. Arts D.L.
2	S.S. - D.L. American History and Culture	S.S. D.L.	S.S. - D.L. American History and Culture	S.S. D.L.	S,S. D.L.
3	GYM S.L.	HYG S.L.	GYM S.L.	HYG S.L.	GYM S.L.
4	Lang. Arts D.L.	Science D.L.	Science D.L.	Science D.L.	Science D.L.
5	L	U	N	C	H
6	Math D.L.	Math D.L.	Math D.L.	Math D.L.	Math D.L.
7	Lang. Arts S.L.	Lang. Arts S.L.	Lang. Arts S.L.	Lang. Arts S.L.	Lang. Arts S.L.
8	Enrichment D.L.	Enrichment D.L.	Enrichment D.L.	Enrichment D.L.	Enrichment D.L.

DL = Dominant Language
SL = Second Language
Enrichment = Bilingual Education through the Arts
3 periods - D.L.
2 periods - S.L.

SAMPLE SCHEDULE 9th GRADE

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Lang. Arts S.L.	Lang. Arts S.L.	Lang. Arts S.L.	Lang. Arts S.L.	Lang. Arts S.L.
2	Science D.L.	Science D.L.	Science D.L.	Science D.L.	Science D.L.
3	S.S. - D.L. American History and Culture	S.S. D.L.	S.S. - D.L. American History and Culture	S.S. D.L.	S.S. D.L.
4	Math D.L.	Math D.L.	Science D.L.	Math D.L.	Math D.L.
5	Enrichment D.L.	Enrichment D.L.	Enrichment S.L.	Enrichment S.L.	Enrichment S.L.
6	L	U	N	C	H
7	Lang. Arts D.L.	Lang. Arts D.L.	Lang. Arts D.L.	Lang. Arts D.L.	Lang. Arts D.L.
8	GYM S.L.	MUSIC S.L.	GYM S.L.	MUSIC S.L.	GYM S.L.

DL = Dominant Language
SL = Second Language
Enrichment = Bilingual Education through the Arts
2 period - D.L.
3 periods - S.L.

APPENDIX D

THE CITY COLLEGE
SCHOOL OF EDUCATION

(A-514)

GRADUATE PROGRAM OF STUDY
ELEMENTARY EDUCATION*
BILINGUAL EDUCATION

Date of Matriculation
MASTER OF SCIENCE IN EDUCATION

A. MATRICULATION CONDITIONS (Courses in this group carry no credit toward the graduate degree. They must be completed by_____)

1. Current _____ 2. Baccalaureate degree by _____
3. Official transcript and statement of graduation from _____ must be on file here by _____
4. Education _____
5. Teaching Practicum 74705.1 -.2 or 160 days approved teaching experience in bilingual classes in accredited elementary schools : 0-6 credits

B. ADVANCED STANDING

Course No.	College.	Credits	Excused From	Course No.	College.	Credits	Excused From

C. GRADUATE PROGRAM OF STUDY ** (including B above)

	Credits
1. Common Professional Requirements (10 credits)	
Ed.71753 : Theories & Practices of Bilingual Education	3
Ed.73702 : Workshop in Bilingual Education	3
Ed.75722.3:Content Research Seminar in Bilingual Education OR Ed.75700 (available only to matriculants who have completed 15 approved credits)	2
Ed. 75729 : Seminar in Educational Research(Bilingual OR Ed. 75701	2
2. Academic & Professional Requirements (3-6 credits)	
Academic and professional courses to be selected under advisement with the following courses required depending upon undergraduate preparation:	
Spanish 72732 OR Spanish 72541/2 for English dominant	
Speech 72712 for Spanish dominant	3-6
3. Concentration Requirements (12 credits)	
Ed.71752.1 : Teaching of Reading in English to Biling,Bicult.Children	3
Ed.71752.2 : Teaching of Reading in Spanish to Biling,Bicult.Children	3
Ed.71754 : Teaching English as a Second Language	3
Ed.71755 : Children of Caribbean Cultures & the Curriculum	3
PRST 71712 Vernacular Language of Puerto Rico	3
4. Elective : to be selected under advisement	3
Total, Groups B,C & E	31

D. Qualifying Examination, if Required
E. Thesis may be offered in lieu of 3 credits under advisement
F. Students wishing to have CCNY recommend them for permanent NYS certification, must complete H.ED.70784:Fund. of Drug Education and also 6 credits in reading. (These requirements are waived for those who already have provisional NYS certification).

DEGREE REQUIREMENTS MUST BE COMPLETED BY _____

Note: DO NOT DUPLICATE UNDERGRADUATE COURSES.

* SPANISH & ENGLISH

** Unless prior written approval is obtained, selection must be made from the graduate courses listed in the current bulletin of the Sch.of Ed.

Date: Advisor: Prof. Medardo Gutierrez 5/75

PLEASE BRING THIS PROGRAM OF STUDY WITH YOU TO EVERY REGISTRATION

Bilingual Education Program
School of Education
CITY COLLEGE OF NEW YORK

MASTERS OF SCIENCE IN BILINGUAL ELEMENTARY EDUCATION

Basic Bilingual Education:	9 credits
Ethnic Studies	3 credits
Research	4 credits
Bilingual Education Electives:	15 credits
Total	31 credits

Basic Bilingual Education
- Theories and Practices of Bilingual Education
- Education that is Multicultural
- Foundations of Language

Ethnic Studies
- Vernacular Language of Puerto Rico

Research
- Content Research Seminar in Bilingual Education
- Seminar in Educational Research: Bilingual Education

Bilingual Education Electives
- Teaching Reading in Spanish in Bilingual Classrooms
- Teaching Reading in English in Bilingual Classrooms
- Teaching English as a Second Language
- Issues in Teaching English as a Second Language
- Children of Caribbean Cultures and the Curriculum
- Workshop in Bilingual Education
- Introduction to Applied Linguistics
- Foundations of Language
- Contrastive Linguistics
- Applying Linguistics in the Elementary School Program
- Evaluation of Curriculum in Bilingual Education
- Development and Evaluation of Materials in Bilingual Education
- Children's Literature in Spanish for the Bilingual Classroom
- Informal Education in the Early Childhood Bilingual Classroom
- The Workshop Experience: Focus on Bilingual Teachers
- Philosophy for Children and the Bilingual Curriculum
- Special Education in a Bilingual Environment

For other electives see School of Education catalogue.

Bilingual Program, School of Education, City College of New York,
Convent Avenue at West 135th. Street, 690-4262, 690-8297

BILINGUAL EDUCATION PROGRAM
Unofficial Registration Log

NAME _____

ADDRESS _____

_____ PHONE _____

Specialization _____ Special Group _____

Teacher in District _____ Graduated in _____

		Credits	When Taken
Edel 71753	Theories & Practices of Bilingual Ed	_____	_____
Edel 75725	Foundations of Language	_____	_____
Edel 75788	Education that is Multicultural	_____	_____
Edfn 75722.3	Content-Research Seminar Blg Ed	_____	_____
Edfn 75729	Seminar in Educational Research	_____	_____
_____	Ethnic Studies Course	_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____

APPENDIX E
THE CITY COLLEGE
SCHOOL OF EDUCATION

MASTER OF SCIENCE IN BILINGUAL SECONDARY EDUCATION (MATHEMATICS)

Basic Bilingual Education	9 credits
Ethnic Studies	3 credits
Bilingual Teaching Methods in Mathematics	3 credits
Research	4 credits
Electives in Mathematics and in Mathematics Education	17 credits
Total	36 credits

Basic Bilingual Education

Theories and Practices of Bilingual Education
Education that is Multicultural
Foundations of Language

Ethnic Studies

Studies related to the culture of participants in the program

Bilingual Teaching Methods in Mathematics

Teaching Secondary School Mathematics with a Bilingual Approach

Research

Content Research Seminar in Bilingual Education
Seminar in Educational Research: Bilingual Education

Electives in Mathematics and in Mathematics Education

Practicum in Problems of Teaching Corrective Mathematics in Secondary Schools
Enriching the Teaching of Secondary School Mathematics
Curriculum Development in Secondary School Mathematics
Mathematical Foundations in Arithmetic
Mathematical Foundations in Algebra and Geometry
Mathematical Applications in Science and Industry
Foundations in Geometry
Selected Topics in Analytic Geometry and Calculus
Transformations in Geometry
Fundamental Concepts of Modern Mathematics
Mathematical Computer Software
Probability
Mathematical Statistics
Linear Algebra
Theory of Numbers
Numerical Analysis
Topics in Higher Algebra
Topology
Topics in Advanced Calculus
Modern Algebra
Advanced Euclidean Geometry
History of Mathematics
Independent Study and Research in Mathematics

For other electives see School of Education catalogue.

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Convent Avenue at West 135th. Street, 690-4262, 690-8297

THE CITY COLLEGE
SCHOOL OF EDUCATION

MASTER OF SCIENCE IN BILINGUAL SECONDARY EDUCATION (SCIENCE)

Basic Bilingual Education	9 credits
Ethnic Studies	3 credits
Bilingual Teaching Methods in Science	3 credits
Research	3 credits
Electives in Science and in Science Education	17 credits
Total	36 credits

Basic Bilingual Education

Theories and Practices of Bilingual Education
Education that is Multicultural
Foundations of Language

Ethnic Studies

Studies related to the culture of participants in the program

Bilingual Teaching Methods in Science

Teaching Secondary School Science with a Bilingual Approach

Research

Content Research Seminar in Bilingual Education
Seminar in Educational Research: Bilingual Education

Electives in Science and in Science Education

Modern Concepts in Biology and their Applications, I & II
Human Biology
Radiation Biology
Genetics
Laboratory and Demonstration Techniques in the Biological Sciences
Biological Conservation
Biological Bases of Social Behavior in Animals
Modern Concepts in Physics and their Applications, I & II
Energy, Science and Man
Laboratory and Demonstration Techniques in the Physical Sciences
Modern Chemistry I & II
Elements of Biochemistry
Ecology
Human Ecology
Workshop in New York City Water Pollution
Weather and Atmosphere
Physical Climatology
Astronomy for Teachers
Independent Study and Research in Biology
Independent Study and Research in Science
Independent Study and Research in Planetary Sciences

For other electives see School of Education catalogue

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Convent Avenue at West 135th Street, 690-4264, 690-8297

THE CITY COLLEGE
SCHOOL OF EDUCATION

MASTER OF SCIENCE IN BILINGUAL SECONDARY EDUCATION (SOCIAL STUDIES)

Basic Bilingual Education	9 credits
Ethnic Studies	3 credits
Bilingual Teaching Methods in Social Studies	3 credits
Research	4 credits
Electives in Social Studies and in Social Studies Education	17 credits
Total	36 credits

Basic Bilingual Education

Theories and Practices of Bilingual Education
Education that is Multicultural
Foundations of Language

Ethnic Studies

Studies related to the culture of participant in the program

Bilingual Teaching Methods in Social Studies

Teaching Secondary School Social Studies with a Bilingual Approach

Research

Content Research Seminar in Bilingual Education
Seminar in Educational Research: Bilingual Education

Electives in Social Studies and in Social Studies Education

Anthropology and Contemporary Social Problems
Anthropology and Education
Study and Teaching of History
Social Studies Curriculum Development
Modern Concepts in Economics
Modern Concepts in Geography
Urban Geography
Physical Geography
Geopolitics and Political Geography
The Renaissance
European Social and Cultural History: 1789-1919
Recent European Social and Cultural History
American Social and Cultural History to 1865
American Social and Cultural History Since 1865
Modern Latin America
Problems in American History: 1900 - to Present
History of China and Japan
The Modern Far East
Modern India
Africa and the Modern World Since 1600
President and Congress
The Governments of the New York Area
Marriage and the Family
Independent Study and Research in Social Studies

For other electives see School of Education catalogue.

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APPENDIX F

BILINGUAL EDUCATION PROGRAM
School of Education
City College of New York

Fall 1982--Graduate Courses

Edel 71723	The Child in Novel and Biography Thr 6:15-7:55 PM, Gerardo Torres, 3 cr.
Edel 75725	Foundations of Language Wed 4:15-5:55 PM, Ricardo Otheguy, 3 cr.
Edel 75758	Verbal Classroom Interaction with Hispanic Children Thr 4:15-5:55 PM, Carole Berotte Joseph, 3 cr.
Edel 75773	Teaching in Bilingual Community Agencies Mon 4-5:30 PM & Thr 4-6 PM, t Community Agencies, Ofelia García, 3 cr.
Edel 75774	Minicourse: International Dimensions of Bilingual Education Fri Sept 24, 4-8 PM & Sat Oct 9, 9:30 AM - 4 PM Ofelia García, 1 cr.
Edel 75775	Minicourse: Haitian Culture through its Literature Sat Nov 13, 9:30 AM - 4 PM & Fri Nov 19, 4-8 PM Carole Berotte Joseph, 1 cr.
Edel 75776	Teaching ESL through the Arts Thr 4:15-5:55 PM, Ofelia García, 3 cr.
Edel 75784	Development & Evaluation of Educational Materials Blg Ed Sat 9 AM - 12 noon, Gerardo Torres, 3 cr.
Edfn 70704	School in American Society: Bilingual Education Wed 4-7 PM, Andres Perez, 3 cr.
Edfn 75722.3	Content Research Seminar in Bilingual Education Tue 4:15-5:55 PM, Ofelia García, 2 cr.
Span 72733	Advanced Spanish Grammar and Composition Wed 4:15-5:55 PM, Manuel de la Nuez, 3 cr.
Prst 71712	Vernacular Language of Puerto Rico Wed 4:15-5:55 PM, Adriana García de Aldridge

September	17	General Session - Rosa Escoto-Haughom
	24	Película: Consuelo, ¿Quiénes Somos? Discusión
		Parental Involvement - Why and How - Guillermo Linares Diana Caballero Perez
October	1	Jazz Chants for Children - Rhythms of American English through chants, songs and poems - Connie Attanasio
	15	Test packages to be distributed
		Classroom Management - Ivette Ortega Hordof
	22	Presentation by Laidlaw Publishing Company
		Classroom Management - Deborah Norat
	29	Test packages to be returned
		Classroom Management - Deborah Norat Diana Caballero Perez
		Distribution of materials for Puerto Rican Heritage Day
November	5	Museum of Natural History - The Peoples Center Special program
	12	Lesson and Unit Planning - Josephine Belli
December	3	Lesson and Unit Planning - Josephine Belli Ideas for Christmas and Día de los Reyes
	10	Preparation for Christmas and Día de los Reyes - Deborah Norat Guillermo Linares
	17	Preparation for Christmas and Día de los Reyes - Deborah Norat Guillermo Linares Diana Caballero Perez
		Program Celebration

OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES

TRILINGUAL EDUCATION LEARNING ENVIRONMENT PROGRAM
ROSA ESCOTO-HAUGHOM
PROJECT DIRECTOR

January	7	Affective Education - theory, techniques and materials designed to promote self concept and more effective ways of handling conflicts - Priscilla Chavez Reilly Coordinator of Guidance
	21	Affective Education District 4
	28	Cloze Technique - Purpose, Use and Advantage
February	4	Selection and development of materials for reading in the native language program - Guillermo Linares Diana Caballero Perez

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NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES

TRILINGUAL EDUCATION LEARNING ENVIRONMENT PROGRAM
ROSA ESCOTO-HAUGHOM
PROJECT DIRECTOR

September 17, 1981

In-service general session

A G E N D A

1. Welcome
2. Introduction of Trilingual Education Learning Environment program staff.
3. Review of program's components and intern responsibilities.
   a. field
   b. in-service
   c. City College
   d. parent component
4. Hand out of In-service schedule
5. Licensing
6. Upcoming Office of Bilingual conferences
   Project Parent
7. Questions and Answer period.

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TRILINGUAL EDUCATION LEARNING ENVIRONMENT PROGRAM

WORKSHOP 1 - Orientation for the New Teacher

Date: October 15, 1981

Resource Specialist: Deborah Norat

The following areas will be reviewed and discussed:

I. Responsiblities

A) Attendance -

1. daily (40 wk. attend. card)
   a) completion of each box
   b) completion of each month
   c) legalities

2. monthly (class report sheet on register and attendance)
   a) completion of category
   b) legalities

B) Cumulative -

1. Elementary Records
   a) folder
   b) personal and edusational record card
   c) test data card
   d) health record card
2. J.H.S. Records
3. Office Cards

   a) pupils' office cards alphabetized by last name
      (white - boys)
      (yellow - girls)
   b) student information cards organized by address
   c) emergency home contract card (blue)

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CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
TRILINGUAL EDUCATION LEARNING ENVIRONMENT PROGRAM
ROSA ESCOTO-HAUGHOM
PROJECT DIRECTOR

December 17, 1981

IN SERVICE AGENDA

I. Registration at City College

II. Scheduled courses

1. Vernacular language of Puerto Rico
2. Research Part II
3. Teaching English as a Second Language

III. Progress and Problems at City College

IV. Question and Answer period

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A G E N D A

Setting up a Math Learning Center — Diana Caballero Perez

1) Learning Centers: What? Why? How?
   Philosophy types

2) Steps to Managing Individual Centers

   a. Evaluate self
   b. Evaluate students' learning styles
   c. Diagnosis
   d. Identify materials
   e. Physical setting
   f. Establish ground rules
   g. Identify children
   h. Recording system

3) Activities for Mathematics

TRILINGUAL EDUCATION LEARNING ENVIRONMENT PROGRAM

Workshop: Using Puppetry to Teach the Content Areas

Presenter: Deborah Norat

Date: Thursday, January 28, 1982

I. Educational Resources

II. Other reasons why we use puppets to teach

III. Utilizing puppets as curriculum aides

IV. Stages of Puppetry

V. Materials

VI. Development of a lesson

VII Development of a theme (unit form) e.g. ESL

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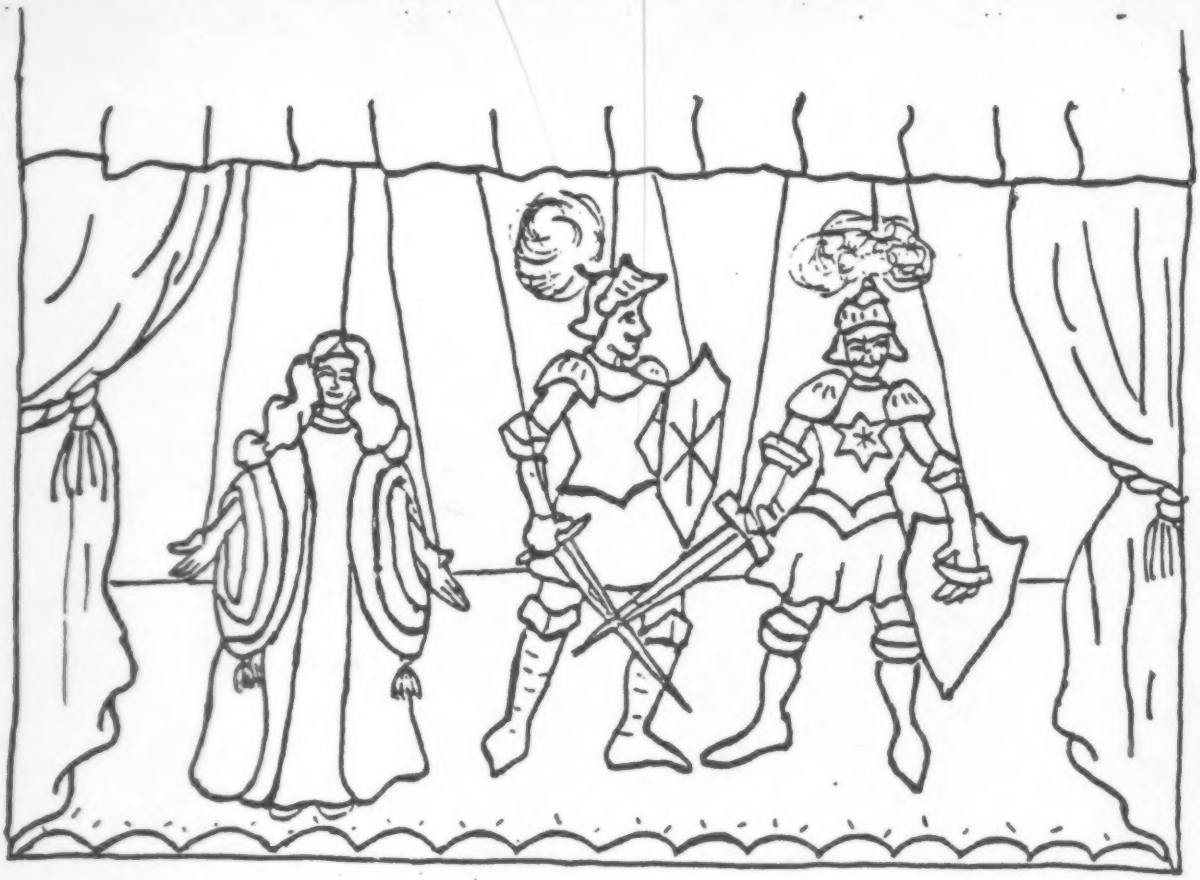
TRILINGUAL EDUCATION LEARNING ENVIRONMENT PROGRAM
ROSA ESCOTO-HAUGHOM
PROJECT DIRECTOR

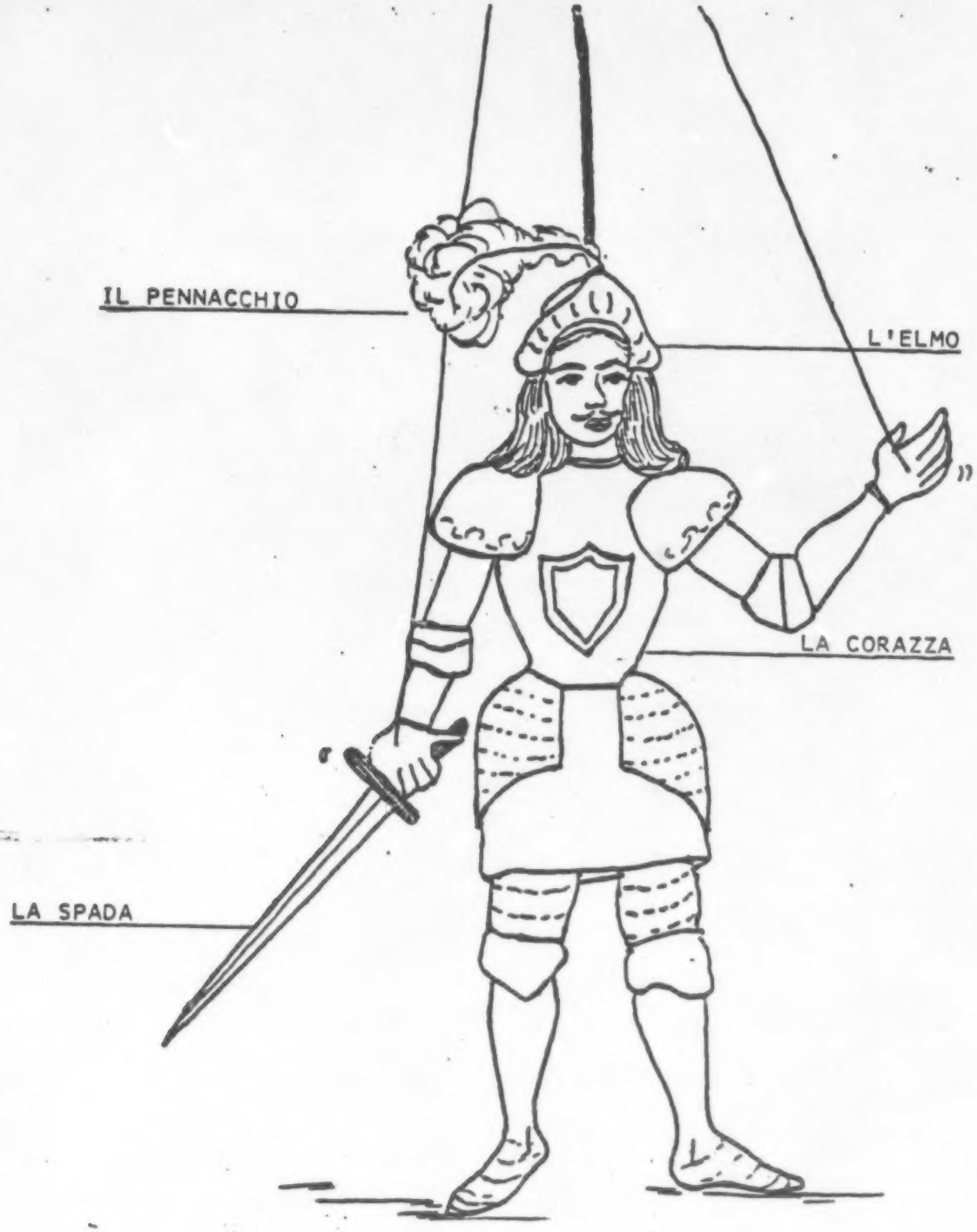
IL TEATRO DEI PUPI



IL "TEATRO DEI PUPI" E' UN ASPETTO MOLTO IMPORTANTE DELL'ARTE FOLCLORISTICA DELLA SICILIA. I PUPI SICILIANI SONO FAMOSI IN TUTTO IL MONDO.

DI SOLITO NEI TEATRINI SICILIANI VENGONO RAPPRESENTATE LE AVVENTURE DEL FAMOSO IMPERATORE CARLO MAGNO DI FRANCIA. PIU' DI MILLE ANNI FA, QUEST'IMPERATORE ED I SUOI VALOROSI PALADINI COMBATTEVANO PER CACCIARE I MORI DALL'EUROPA. ORLANDO, NIPOTE DI CARLO MAGNO, E' MOLTO CONOSCIUTO ED E' UNO DEI PIU' VALOROSI PALADINI. OGNI TANTO,PERO', INVECE DI PENSARE ALLA GUERRA, PENSA ALL'AMORE E COSI' ORLANDO PERDE LA TESTA PER ANGELICA, UNA BELLISSIMA E MISTERIOSA FANCIULLA.

E' INTERESSANTE NOTARE CHE LE STORIE DELLE AVVENTURE DI CARLO MAGNO E DEI SUOI PALADINI SONO QUASI DIMENTICATE IN FRANCIA MENTRE SONO MOLTO VIVE IN SICILIA. AI SICILIANI PIACQUERO I RACCONTI



DI CARLO MAGNO CHE ESALTAVANO L'ONORE, IL CORAGGIO, LO SPIRITO DI AVVENTURA E DI BONTA'. PER SECOLI LE AVVENTURE E LE BATTAGLIE DI QUESTI GUERRIERI ERANO RACCONTATE NELLE PIAZZE SICILIANE DAI "CANTASTORIE". VERSO IL 1850 QUESTO TEMA INCOMINCIO' AD ESSERE PRESENTATO NEI TEATRINI DEI PUPI.

E' VERAMENTE DIVERTENTE SENTIRE CARLO MAGNO ED I SUOI PALADINI PARLARE IN DIALETTO SICILIANO.

IL "PUPARO" SICILIANO

IL PUPARO, CHE VA DI CITTA' IN CITTA' E DI PAESE IN PAESE, MANOVRA I SUOI PUPI CON GRANDISSIMA ABILITA' PER MEZZO DEI FILI: LI FA MUOVERE, LI FA COMBATTERE, LI FA CADERE E LI FA VINCERE. OLTRE O MANOVRARE QUESTI PUPI, IL PUPARO LI FA ANCHE PARLARE.

APPENDIX I

PARENT/ENGLISH AS A SECOND LANGUAGE WORKSHOP

Outline of the Course

1. Class lesson will be extended from 45 minutes to one hour (by suggestion of the parents) - 1:15 to 2:15 -

2. The class time is to be divided into two concentrations.

   a) first half hour - Conversation, Oral Language Development Pattern Drills.
   b) Second half hour - Writing Skills: Sentence structure, grammar Composition

3. The objective of these five sessions are not only to instruct and teach English as a Second Language, but to also include methods that will aid in their children's learning of a second language.

   Examples: Art - Visual learning, execises, movements

Lesson II - Assessment of Needs

Objectives:

1. Begin oral development
2. Simple sentence structure
3. Introduce pattern drills
4. Orient parents to ways of working with their children

Motivation:

I. Begin with execises (silent) to have the parents feel and see what it us like
   to touch one's head
   wave one's left hand
   shake one's head

   Go around the room

II. Take crayons in different colors (Ask)

   1) What is in my hand? Questions
   2) What color is the crayon?
      When answered (correctly) the person can have the crayon.

PARENT VOLUNTEER WORKSHOP
BILINGUAL/BICULTURAL CURRICULUM

Parent Workshop #2

1. Other type of educating children in our countries —

   a) Father - supreme authority, only person working outside home
   b) Mother - authority in absence of father working at home.

2. Type of education nowadays in this country—

   a) Both father and mother usually work out
      —— Single mothers
   b) Emphasis on democratic relation within family
      —— children are aware of knowing rights
   c) Children have to learn that with rights there are responsibilities

3. How can we educate our children now?

   a) Understand behavior of children
   b) Why do children misbehave
      They get attention
      They control
      They can get revange
      They can punish parents
   c) Try to help children not to misbehave

4. Techniques to help adults educate your children—

   a) Teacher mutual respect
   b) Have a sense of humor
   c) Motivate
   d) Showing affection

5. Discussion of booklet "The First Step" which is to be distributed to parents.

PARENT VOLUNTEER WORKSHOP
BILINGUAL/BICULTURAL CURRICULUM

Parent Workshop #4

1. Parents are an important factor in the reading process

2. Most children can learn to read, but at different rates and thorough different means.

3. Reading Process Involves—

   a) Talking to the child: stories, tales, etc.
   b) Developing of vocabulary
   c) Sequence of events

4. Through stories we accomplish the above plus we develop imagination.

5. Familiarize children with books—
   a) at home
   b) at library
   c) at school

6. Read to children at home. Try to establish a set time when no interruptions will occur, in a comfortable place, and read with gusto.

7. Help children to develop their own stories. Emphasize sequence and descriptions, characters, and settings.
   a) orally

8. Help children to write their own books.

9. Do not forget that reading is done not only in books.

10. Discuss booklet after distributing

11. Reading games

12. Write a collective story. Discuss process and end result.

III. Pass out construction paper
Can anyone tell me what is in my hand?

IV. Can anyone draw sad?
On construction paper

Draw Happy - Ask parent to show me a boy, girl, etc.

tall
short

V. Subtition drills - Introduce verb and grammaticar structure

The boy is tall
The girl is _____

VI. Repetition drills - individual - choral

VII. Home Assignment sheet and bring pictures for conversation.

Materials:

crayons
construction paper
pictures from magazines
lesson sheets

SECOND LANGUAGE LEARNING WORKSHOPS

Lesson I

Aim: To teach statements with IS plus an adjective.

SIMPLE SUBSTITUTION DRILLS

	The boy is happy.
Teacher -	The girl
class:	The girl is happy.
Teacher -	The man
class:	The man is happy.
Teacher -	The woman
class:	The woman is happy.
Teacher -	The baby
class:	The baby is happy.

SIMPLE SUBSTITUTION DRILLS

	The boy is sad.
Teacher -	The girl
	The man
	The woman
	The baby

SIMPLE SUBSTITUTION DRILLS

	The boy is tall.
Teacher -	The girl
	The man
	The woman
	The baby

SIMPLE SUBSTITUTION DRILLS

	The boy is short.
Teacher:	The girl
	The man
	The woman
	The baby

Vocabulary:

noun	verb	adjective
the boy	is	happy
the girl		tall
the man		short
the woman		
the baby		

Subject		Predicate	
Determiner (Article)	Noun	Verb	Adjective
The	boy	is	happy.
		's *	

*Note: 1. The ('s) (/z/) form is the contracted form of *is*.
The contracted form is most frequently used in speaking.
It is also used in informal writing.
2. The *is* form is sometimes used in speaking.
It is most frequently used in formal writing.

the boy

the girl

the baby

the man

the woman

II. Individual Repetition

Call on different members to repeat the pattern.

III. Coral Repetition: of adjectives.

Individual repetition-

Happy

Sad

Tall

Short

IV. Pattern: is happy

Repetition Drill (Coral)

The boy is happy.
The girl is happy.
The man is happy.
The woman is happy.
The baby is happy.

HOMEWORK

1. The boy is _____.

2. The _____ is _____.

3. The _____ is _____.

4. The _____ is _____.

5. The _____ _____ _____.

APPENDIX J

TRILINGUAL EDUCATION LEARNING ENVIRONMENT PROGRAM

MEETINGS WITH ADMIN/SUPER. PERSONNEL

I. Name: _____ Title: _____

Date: _____ Place: _____

Time: A.M. ☐ P.M. ☐

II. Purpose: _____

_____

_____

_____

_____

_____

_____

_____

III. Outcome of Meeting: _____

_____

_____

_____

_____

_____

_____

_____

IV. Follow Up: _____

_____

_____

_____

_____

_____

IV. Services Requested: _____

_____

_____

_____

_____

_____

V. General Comments: _____

_____

_____

_____

_____

_____

_____

APPENDIX K

TRILINGUAL EDUCATION LEARNING ENVIRONMENT PROGRAM

INTERN INFORMATION

Name _____

Address _____

Home Phone _____ S.S. _____

Type of License _____ File _____

Appointed (Date) _____ Tenured (Date) _____

II. SCHOOL INFORMATION

C.S.D. _____ School _____ School Phone _____

School Address _____

If Annex, Address _____

Principal _____

Immediate Supervisor and Title _____

Payroll Secretary _____

Approx. School Enrollment _____

% Hispanic Population _____

Number of Bil. Classes _____

Type of Bil. Program _____

II. CLASSROOM INFORMATION

Grade _____ Classroom _____ Register _____

Name of Immediate Classroom Supervisor _____

Paraprofessional _____

Student Teacher _____

University _____

Method of Lesson Planning:

Reading Programs-

Math Programs -

Special Programs of Resources in the School or Neighborhood:

198___Individual Training Goals (high interest areas):

Overview of Special Project:

Resources Needed:

Time Line:

TRILINGUAL EDUCATION LEARNING ENVIRONMENT PROGRAM

FIELD VISIT

I. Teacher Visited: _____

School: _____ Grade: _____

Date: _____ Time: A.M ☐ P.M ☐

II. Purpose: _____

_____

_____

_____

_____

III. Resources Distributed:

A). _____

B). _____

C). _____

D). _____

E). _____

IV. Resources Requested: Date Provided:

A). _____ A). _____

B). _____ B). _____

C). _____ C). _____

D). _____ D). _____

E). _____ E). _____

V. Comments

_____

_____

_____

_____

_____